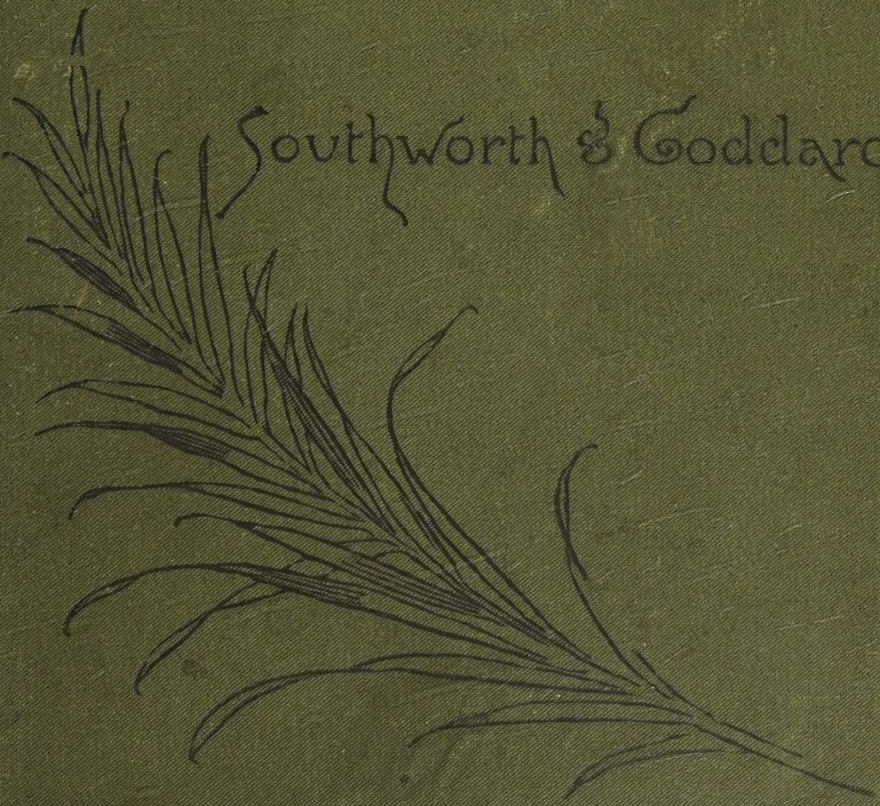
First Lessons in Language

Southworth & Goddard



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FIRST LESSONS IN LANGUAGE

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LEACH, SHEWELL, AND SANBORN.

BOSTON. NEW YORK. CHICAGO.

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Norwood Press:
J. S. Cushing & Co. — Berwick & Smith.
Boston, Mass., U.S.A.

PREFACE.

This book provides a course in language to be used within the third, fourth, fifth, and sixth year grades, covering either two or three years, according to the amount of time allowed for language work, the age of the pupils, and their previous training.

In the preparation of it the design has been —

(1) To help children to talk and write more freely about the many things that they see or know. Suggestive questions have been asked, in order to stimulate thought, to develop clear ideas, and to enable the learner to report more readily, both orally and in writing, what he has discovered. Provision has been made for a great amount of practice in talking and writing.

(2) To make children more and more observing, — especially in the field of natural science, — adding to their knowledge, and leading them to find out for themselves. Teaching from the object itself, when practicable, is much to be desired. Many illustrations are set before the children for descriptive and imaginative writing, and help is given in the form of leading questions.

(3) To make correct expression habitual, by calling for frequent repetition of the right forms, and by constantly suppressing the wrong.

(4) To secure the use of correct written forms by giving models for imitation, and by leading up to simple rules for the use of capitals, punctuation-marks, and word-forms, with examples and much work for practice.

(5) To give a little insight into the structure of language by showing how words are classified.

Various methods are introduced which experience has shown to be attractive, thoroughly sound, and quickly effective; and it is confidently believed that children who do the work of the book under these methods will make great gain in talking and writing easily, clearly, and correctly, within the range of their knowledge.

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May 1, 1891.

TO TEACHERS.

THESE lessons are not of uniform length; they are graded, and those of a kind are arranged accordingly; but, in general, they are not dependent consecutively one upon another. The order of them, therefore, may often be changed at discretion; some may be omitted, some divided; others may be amplified and dwelt upon.

Good talkers easily become good writers; and talking lessons should precede and out-number written lessons. Indeed, every school exercise should contribute its part towards the child's training in language.

A right use of the suggestive questions will lead to habits of thought and investigation, along given lines. Other questions may be added, but the direct giving of information will not often be necessary.

In both oral and written composition, the arrangement of material and the order of statement are left to the personal direction of the teacher. From the outset, the children must be trained to criticise and correct one another's work.

Additional suggestions to teachers will be found in Part I. of "Our Language."

FIRST LESSONS IN LANGUAGE.

LESSON 1.—What is a Statement?

When we talk or write we put our words into groups called *Sentences*.

Make a sentence that ***asks*** *something about this kitten.*

Some sentences *ask questions.*

Command *some one to do something with the kitten.*

Some sentences *command* some one to do something.

Make a sentence that ***tells*** *where the kitten is.*

Most of our sentences *tell what we think or know.*

Which of the following sentences ***ask questions?***
Which of them ***tell something?***
Which one contains a ***command?***

1. This kitten has had a lonesome journey.
2. Do you think she is glad to see the world again?
3. It was dark as night inside the basket.
4. She wonders where she is.
5. Is she going to jump out?
6. Do not let her run away.
7. She must have a ribbon to wear.

In answer to the following questions, make spoken sentences or ***statements*** *that will* ***tell something*** *about the kitten:—*

1. Would Skip be a good name for this kitten?
2. How old do you think she is?
3. What is tied to the handle of the basket?
4. What do you think pussy would like best now?

Remember that—
A sentence that tells something is a statement.

LESSON 2.—Written Statements.

Here are some answers to the questions in Lesson 1. Make a careful copy of them.

1. Skip is a good name.
2. She is three months old.
3. There is a card on the handle.
4. Pussy would like some milk.

LESSON 3. — How Statements Begin and End.

1. In copying the sentences of Lesson 2, how many capital letters did you make? 2. Which words did you begin with capitals? 3. Where is the capital used in each sentence? 4. What mark did you use to show that a sentence was ended? 5. How should you begin every written statement? 6. How should you end one?*

Write four different answers to the questions in Lesson 1.

Remember that —

A Statement begins with a capital and ends with a period.

LESSON 4. — Practice in making Statements.

I. *Make complete* ***oral*** *statements by telling what these* ***do*** *: —*

horses	furnaces	merchants
cows	watches	farmers

Write the statements that you have made.

II. *Make complete oral statements telling what these* ***are,*** *and then write them : —*

fish	a tumbler	doctors
quadruped	scissors	oranges

III. *Tell of what and by whom these things are made, first in oral and then in written statements : —*

shoes	butter	candy
coats	bread	doors

* *To the Teacher.* — These, and similar questions and directions throughout the book, are for the pupil to read aloud and answer. If they are not sufficient to develop the given subject and lead the learner to see without actually being told, they at least present a method, and may easily be supplemented by the teacher. Do not ask questions that contain the whole answer in themselves: let the questions call for thought and reasoning.

LESSON 5.—A Picture Story.

I. *Tell your teacher a story about this picture by answering these questions in complete statements:* —

1. Of what is this a picture? 2. How old do you think she is? 3. Where is she sitting? 4. What do you see on the table? 5. What has she before her? 6. What has she in her hand? 7. What do you think she is eating? 8. Think of something else to say about her hair or her dress.

II. *Write the story that you have been telling.*

LESSON 6.—A Memory Gem to Copy and Learn.

Deep in a mountain valley
A brook goes tumbling loud;
Yesterday, up in heaven,
It was a summer cloud.

1. How many lines or verses does this stanza of poetry contain? 2. At the end of the lines what words sound somewhat alike, or *rhyme?* 3. With what kind of letter does each line begin?

Copy the stanza, learn it, and at some time write it from memory.

Remember that —

Every line of poetry should begin with a capital.

LESSON 7. — The words I and O.

Here are some sentences from a girl's letter. Do you think they were written correctly?

Father and I went boating last week.
We had a delightful sail.
O, how I wished you were there.

1. There are three words in our language that contain only one letter. Can you tell what they are? 2. Two of them are always written with capitals. Which two are they? 3. Who is meant by "I" in the first sentence?

4. Tell what you did yesterday. 5. When you mention yourself, what word do you use? 6. Tell what you and some friend expect to do to-morrow. 7. Would it have been proper to say, "I and father went boating"? 8. Give your reason.

Remember that —

In writing, the words I and O should always be capitals.

LESSON 8. — How to write Questions.

I. 1. What is a statement? 2. How must it begin and end? 3. How many questions are there in Lesson 8? 4. How do you know that they are questions? 5. Make a question-mark on the blackboard. Did you ever hear a longer name for it?

6. Ask your teacher a question about the clock. 7. Write the same question on the blackboard. 8. How did you begin it and end it?

II. *Answer these questions in complete statements:* —

How many hours are there in a day?
At what hour does the day begin?
Where does the rain come from?

III. *Ask questions orally about the following things:* —

water	frogs	this book
lamps	robins	maple sugar

Write the questions you have asked.

Remember that —

Questions begin with capitals and end with question-marks.

LESSON 9. — How to write Names of Persons.

Here are five happy children. Let us give them names.

The driver is Mabel Morse.
The boy in the wagon is her brother, Chester Morse.
The large boy is Charles Edward Grant.
The other girls are his sisters, Laura and Ellen.
The dog is called Fido, and the kitten, Skip.

1. Do these children all belong to the same family? 2. Why do you think so? 3. To what family does Laura belong? 4. What are the *family* names of all these children? 5. What is your last name? 6. Of what family are you a member? 7. What is the last name of Chester's father?

8. Read the names that were given to the Grant children by their parents. Do you see why we call these names "given" names? 9. What are the given names of the Morse children? 10. What is your given name? 11. Who gave it to you?

12. How does each one of these names begin? 13. How many capitals in the large boy's name? 14. He sometimes writes it, Charles E. Grant, or C. E. Grant. What does the E. stand for?

15. The first letter of a word is called an *initial* letter. What are the initial letters of Mabel Morse's name? 16. What are your initials? 17. Write them with a period after each.

Write in statements: —

Your name; your father's name; your mother's name; the name of your teacher; the name of your most intimate friend.

Remember that —

Each word in a person's name begins with a capital.

Initial letters, when used instead of the name, must be capitals with periods after them.

LESSON 10. — A Picture Story.

I. *Ask ten questions about the picture in Lesson 9, to be answered by your classmates.*

II. *Tell your teacher the story which the answers will make.*

III. *Write the story that you have told.* Try to make ten short statements. You may call the subject "Chester's Ride," or "Mabel's Ponies."

LESSON 11. — Sentences to be written from Dictation.

1. How do statements begin and end? 2. When is a question-mark to be used? 3. What two short words are always capitals? 4. What must we remember about writing a person's name or initials?

Write each of these sentences after hearing it read only once by your teacher: —

I must always do my best.
Where are the frogs in the winter?
William T. Sherman was a patriot.
O what can little hands do?
Who was John Paul Jones?

LESSON 12. — A Choice of Words.

Some words sound alike, but differ both in spelling and in meaning. For example: —

Before you *write* choose the *right* word.

I. *Supply the right word in each sentence:* —

rode	ate	blue	flower
blew	flour	road	eight

1. —— pints make a gallon.
2. The golden-rod is an autumn ——.
3. What makes the sky ——?
4. Which of you —— to town?

II. *Write five words pronounced like these but differently spelled:* —

sew raise mane weighs vain

III. *Write four statements and four questions, using one of these words in each: —*

cent	grate	hour	pale
sent	great	our	pail

LESSON 13. — A Story to Reproduce.

Hear this story read and told, then tell and write it yourself.

HOW TO GET BREAKFAST.

It was early one summer morning. There were four little chickens in a group. They were all peeping. One would have liked a fresh green leaf. Another was hungry for some sweet yellow meal. The third was waiting for some kind of bug, and a nice fat worm would have made the fourth one happy.

Then the mother-hen in the garden close by clucked and fluttered, as if to say: If you want any breakfast, you must come here and scratch.

LESSON 14. — Titles used with Names of Persons.

1. What is your teacher's full name? 2. When you speak to her, do you use her first name? 3. What do you call her? 4. Is *Miss* a part of her name, or is it only a title that may apply to many other persons? 5. Mention some other teachers whom you know.

6. What gentleman lives in the house next to yours? 7. What storekeeper do you know of? 8. Do you think it more respectful to say Brown, or Mister Brown? 9. Which is the name, and which is the title?

10. Would your teacher speak of Charlie Wood's mother as Miss Wood, or as Missis Wood? 11. Why? 12. How would she speak of your mother? 13. What would you call Mr. Rice's wife? 14. What title do we give to a woman who is married?

In writing the titles, *Mister* and *Missis* (which means Mistress), we always abbreviate or shorten them. Thus: —

"Mister Hill" is written Mr. Hill.
"Missis Hill" is written Mrs. Hill.

The short title *Miss* is never abbreviated.

Read this sentence: —

Mr. Walker, Mrs. Davis, and Miss Cole have visited our school.

1. What does *Mr.* stand for? 2. *Mrs.?* 3. How do these abbreviations begin? 4. What mark follows them? 5. Why is there no period after *Miss?*

Write these sentences, filling the blanks with names and titles: —

1. —— is a good blacksmith.
2. His wife is called ——.
3. —— and —— have three sons.
4. My teacher is ——.
5. —— is a young, unmarried woman.

Remember that —

Titles used with names of persons begin with capitals. Abbreviations have periods after them.

LESSON 15. — Abbreviations.*

1. What abbreviations have you learned? 2. How do they begin and end? 3. Of what use are they?

Learn these abbreviations and the words that they stand for: —

Dr. stands for Doctor.
Rev. stands for Reverend.
St. stands for Street.
Ave. stands for Avenue.

4. What abbreviation stands for the name of the state in which you live? 5. What stands for Company in the name of a firm?

* The teacher may dictate sentences to be written with abbreviations as soon as they are learned, using at first names familiar to the class.

LESSON 16.—Names of Cities, Towns, and Streets.

This train runs from Portland, Maine, to Boston.
Dr. Gay lives in Spring St., in the town of Andover.
His office-boy is driving in Woodland Ave.

1. What cities are named in these sentences? 2. What town? 3. With what kind of letter do their names begin? 4. Why does *Boston* begin with a capital? 5. What street is named? 6. What avenue? 7. How do the names of them begin? 8. In what state is Portland? 9. How should you write the name of it?

Write statements in answer to these questions:—

1. In what city or town do you live? 2. In what state? 3. In what street is your dwelling-house? 4. What city have you ever visited? 5. Where does your uncle live?

Remember that—

Names of cities, towns, states, and streets begin with capitals.

LESSON 17.—To be Dictated.

Write these sentences after hearing them read once: —

Has Mrs. Rand gone to New York?
Mr. Long and Dr. White are in Washington.
How far is it from Boston to Salem?
Does Miss Sarah Short live in Pearl St.?
Rev. J. H. Reed lives in Columbus Ave.

LESSON 18.—A Picture Study.

Try to make up for your teacher an interesting story about the picture in Lesson 16. If you do not think of much to say, ask yourself questions about —

What is in sight. What draws the train. What it runs upon. How fast the train moves. Who are in it. Where it stops. Why.

Where Dr. Gay has been left. Where the boy is going. What kind of horse he has. What kind of carriage. Why the horse has stopped. How he feels. The danger. The warning of the engineer.

Write the description or the story that you have made.

LESSON 19.—A Selection to Learn.

Learn this selection and write it from memory: —

The robin had built in the apple-tree high;
Low down in the moss dwelt the sparrow so shy;
The wren wove her nest in the jessamine fair;
The oricle hung up his castle-in-air —
Heigh-ho! how do they know
Every summer to build them just so?

—*The Wide-Awake.*

LESSON 20.—A Choice of Words.

Write five statements and five questions, using one of these words in each: —

led	no	meat	new	wood
lead	know	meet	knew	would

Spell a word similar in sound to each of the following, and use it in a sentence: —

bin	red	see	sum
bow	right	sale	pair
pane	lain	son	rows

LESSON 21.—Contractions.

Frank *is not* here.	Frank *isn't* here.
I *was not* absent.	I *wasn't* absent.
Mary *has not* gone.	Mary *hasn't* gone.

1. Read the sentences that are alike in meaning. 2. How are they unlike? 3. How do we make *isn't* from *is not?* 4. Of what words is *wasn't* made? 5. What letter is omitted in the short, or contracted, form? 6. What takes its place?

Not is often contracted to *n't*, and written as part of the word before it. The *apostrophe* ['] takes the place of the letter left out.

Write contractions of the following expressions: use them first in statements and then in questions: —

is not	does not	had not
was not	did not	have not
would not	has not	do not

LESSON 22.—A Description of a Slate.

I. *Place your slate on your desk and answer these questions about it orally. Make complete statements.*

1. What is on your desk? 2. In shape is it square or oblong? 3. About how long and wide is it? 4. How many parts has it? What are they?

5. Is the slate animal, vegetable, or mineral? 6. Did it come out of a mine or a quarry? 7. Is its surface rough or smooth? 8. Has it lines ruled on it?

9. Of what is the frame made? Do you know the kind? 10. In how many pieces? 11. Where and how are they fastened together? 12. What keeps the slate from falling out? 13. Has the frame a cover? 14. What is the cover for? 15. For what do you use your slate?

II. *Write a description of your slate by answering the questions.*

LESSON 23.—A Talk about Leaves.

1. In what season do the leaves first appear? 2. How did that season get its name? 3. Just what do the leaves come out from? 4. Are they full-grown at first? 5. How long do they remain upon the trees?

6. Why is autumn called the fall of the year? 7. Do you know of any tree that does not shed all its leaves in autumn? 8. Do evergreen trees ever shed leaves at all? 9. What are the slender leaves of pine trees called? 10. Of what use to little plants are fallen leaves? 11. What other uses have they? 12. In what countries would you find the trees leafy all the year?

Put what you have been saying into a little composition about leaves.

LESSON 24. — Forms of Names to Show the Owner.

This *boy's* name is Frank.
Frank's boat is a sloop.
The *sloop's* sails are both set.

1. To whom does this name "Frank" belong? 2. Who is the *owner* of the boat? 3. What word shows to what the sails belong? 4. What is the ending of these names: *boy's*, *Frank's*, *sloop's*? 5. For what do you think the *'s* is used?

When we add *'s* (apostrophe-s) to the name of the owner, it shows possession; that is, we show *to whom* or *to what* something belongs.

Such names are called *possessives*.

I. *Mention the possessives and tell what each shows:* —

The king's palace; the spider's web; the bird's song.

II. *Copy these sentences, filling the blanks with names that will show to whom or to what the object belongs:* —

1. This is Dr. —— horse and carriage.
2. Where is Mr. —— house?
3. —— sister is much older than mine.
4. —— drawing is prettier than ——.
5. The —— song is sweeter than the ——.
6. The —— tongue is rough.
7. The —— blood is cold.

Remember that —

We add 's to singular names to form possessives.

LESSON 25.—A Description and a Story.

I. *Look closely at the picture in Lesson 24, and mention everything that you see there.*

Name the parts of the boy's figure. Name the parts of the boat. What else there can you describe by parts?

II. *Make up a story from the picture. Call it* Frank's Birthday Present. *Think it over, and then tell it to your classmates.*

These phrases may suggest a part of what you will say: —

Frank Hale — living in country — just ten years — an express package — his Uncle James. Eager to sail it — mother's permission — early Saturday morning — mill-pond — two hours — great sport — message to uncle.

III. *Write the story, dividing it into two paragraphs.*

LESSON 26.—Sentences for Dictation.

Hear these sentences read once, and then write them correctly:—

Franklin's kite was made of silk.
Hasn't Mr. Stone heard the news?
Our friends stayed an hour.
Are not two mistakes too many?
Charles's pen doesn't write.

LESSON 27.—Names that mean More than One.

I. 1. Tell which of these words name a *single* thing only:—

bird	ducks	girl	boats	tree
birds	duck	girls	boat	trees

2. Mention those that name *more than one* thing. 3. What letter would you add to *chicken* to make it mean more than one? 4. How

would you change *oars* to make it mean only one? 5. How do we change names that mean *one* thing so that they will mean *more than one?*

A word that names *one* thing is called *singular.*
A word that names *more than one* is called *plural.*

II. *Spell the plural of* —

rose	pencil	slate	robin	rail
book	pen	clock	lion	letter

III. *Write these sentences, changing the singular names to plural names:* —

1. Have you sent the *barrel?*
2. Can the *cobbler* mend my *shoe?*
3. What made the *rainbow* disappear?
4. The *bluejay* made the *nest* in the *tree.*

Remember that —

Most singular names are made plural by adding s.

LESSON 28. — A Story to be Told.

I. *Read this story silently twice, and then try to tell it to your classmates:* —

An English minister once said to a bright little girl in his Sunday-school, "If you will tell me where God is, I will give you an orange."

"If you will tell me where He is not," promptly replied the little girl, "I will give you two."

1. Read the story aloud, using the following words in place of those that mean about the same: —

Preacher; intelligent; Sabbath; inform; in what place; quickly; answered.

2. How else might the girl have answered?
3. Try to tell the story to some one at home.

LESSON 29.—A Choice of Forms.

That farmer's trees are loaded with apples.
The farmers plow in the spring.

1. What is a farmer? 2. How many do we mention in the first sentence? 3. How many in the second? 4. What is the plural of *farmer?* 5. To whom do the trees belong? 6. Spell the possessive of *farmer.* 7. How do the *plural* and the *possessive* of *farmer* differ?

I. *Spell the plural of—*

barn	hoe	wagon	churn
rake	horse	cart	turkey

Spell the possessive of these words.

We must be careful not to use the *plural* form to show the *owner,* nor the *possessive* form to mean *more than one.*

II. *In the following sentences supply either the plural or the possessive of these words, as you think right:—*

friend sailor monkey rabbit

1. Good —— seldom quarrel.
2. My —— house was burned last night.
3. What do —— do for us?
4. A —— life is full of danger.
5. The —— face is almost human.
6. —— are found in Brazil.
7. We found a —— tracks in the snow.
8. They never shoot —— for sport.

LESSON 30.—A Picture Described.

Describe to your teacher the picture in Lesson 27.

The questions may help you. Perhaps your teacher will explain what we mean by the *foreground* and the *background* of a picture.

1. Is this the mouth of a river or a little bay? 2. Into what does the river flow? 3. What do you see on the river? 4. In the distance, what do you see at the right? 5. What at the left? 6. What animals are there, and what are they doing? 7. What can you say about the ladies on the boat-landing? 8. What season of the year is it? 9. How do you know that the sun is shining? 10. Is there a breeze blowing? How do you know?

LESSON 31.—A Dictation Exercise.

Write these sentences after hearing them read once: —

Is every scholar's book shut?
Are all the scholars here to-day?
Miss Hunt's poems make a volume.
There goes the doctor's horse!
Well people need no doctors.

LESSON 32.—A Little Poem to Study.

DOING ITS BEST.

I am but a tiny cricket,
Living in a summer thicket—
There I take my rest.
Many songs are gayer, prouder;
Many a voice is sweeter, louder—
But I do my best.

In my song there's no complaining,
Even when the sky is raining;
Birds fly east and west —
Silent hide in leafy cover;
But I chirp till all is over,
Doing still my best!

I. *Find in the poem answers to these questions:* —

1. What is it that seems to be talking? 2. Where is its home? 3. What does *tiny* mean? 4. What songs are sweeter than a cricket's? 5. What do we call the music that this insect makes? 6. Can you find out how he makes it? 7. What do the birds do when it rains? 8. What does the cricket do then? 9. What example does the cricket set for us? 10. What good motto do these lines suggest?

II. *Learn these stanzas, and write them from memory.*

LESSON 33. — The Days of the Week.

I. *Copy these sentences, filling the blanks with words, not figures:* —

1. Sixty seconds make a ——.
2. In an —— there are —— minutes.
3. Twenty-four —— are a ——.
4. —— days make a ——.
5. Their names are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Saturday A.M. means before noon of Saturday.
Monday P.M. means after noon of Monday.

II. 1. How do the names of the days begin? 2. What do A.M. and P.M. stand for? 3. Write sentences telling what you do each day of the week.

LESSON 34. — The Months of the Year.

I. *Copy and learn these names and abbreviations for the twelve months of the year:* —

January . .	Jan.	May	——	September . .	Sept.
February . .	Feb.	June	——	October . . .	Oct.
March . . .	Mar.	July	——	November . .	Nov.
April . . .	Apr.	August . . .	Aug.	December . .	Dec.

Which three names are not abbreviated? Explain why.

The names of the seasons — spring, summer, autumn, winter — need no capitals.

II. *Write sentences that tell in what month and season come the holidays that you know about.*

Remember that —

Names of days and months and their abbreviations begin with capitals.

LESSON 35. — A Description of a Watch.

I. *Give your teacher and classmates an oral description of a watch.* These questions may help you, but there is much more for you to say: —

1. What is the use of a watch? 2. Of what is it commonly made? 3. What are the two chief parts? 4. Why is the case needed? 5. What is the use of the works? 6. What is the use of the glass? 7. On the face are twelve ——. 8. What does each of the three hands show? 9. How is the watch kept going? 10. What is the chain for? 11. Where are watches made?

II. *Write what you can about "A Watch," without looking in your book.*

LESSON 36.—How to write Dates.

I. 1. How many months in a year?

2. What do these abbreviations stand for?

Jan.	Dec.	Aug.
Oct.	Apr.	Feb.
Mar.	Sept.	Nov.

3. Which three months have very short names?

America was discovered Oct. 12, 1492.

The Pilgrims landed Dec. 21, 1620.

II. 1. In what year was America discovered? In what month? On what day of the month? 2. In what year did the Pilgrims land? On what day of the month? In what month? 3. What is the present date; that is, the month, day, and year? 4. In writing dates, what comes first? Second? Last? 5. What mark always comes between the day and the year?

"I'll dess pull 'em all yight off, so poor Mamma won't have to do it eve'y day."

III. *Write dates to complete these sentences:*—

1. To-morrow will be —— —— ——.
2. —— —— —— was my birthday.
3. Our next holiday is —— —— ——.
4. —— —— —— begins a new year.
5. Washington was born —— —— 1732.

LESSON 37.—A Story from a Picture.

I. *Ask one of your classmates all the questions that you can think of about the picture in Lesson 36. Put the answers together as a story.*

II. *Write the best story that you can about "How Bessie helped Mamma."*

LESSON 38.—When to use "is" and "are."

Review Lesson 27.

1. Which of these words stand for *one* only?

we	they	she	trees
cousin	he	tree	it

2. Which stand for *more* than one? Which are singular, and which plural?

3. Study the following sentences, and then tell why ***are*** is used, and why ***is*** is used:—

One window ***is*** open.	***He is*** rich.
Two windows ***are*** shut.	***They are*** poor.

We use *is* with words meaning *one*.
We use *are* with words meaning *more* than one.

LESSON 39.—A Choice of Words.

I. *Fill the blanks with* ***is*** *or* ***are*** *:—*

1. The apple —— red.	5. —— she willing?
2. The apples —— ripe.	6. —— they coming?
3. The books —— here.	7. —— the cars late?
4. This book —— torn.	8. —— the train ready?

II. *Supply a* ***singular*** *or a* ***plural*** *word, as you think right:* —

1. The —— is old.
2. Young —— are small.
3. Our —— are dull.
4. My —— is kind.
5. Is the —— long?
6. Are the —— cut?
7. Are the —— locked?
8. Is my —— done?

III. *Change* ***is*** *to* ***are*** *and* ***are*** *to* ***is*** *in each sentence, and show what other words must then be changed:* —

1. The miser is unhappy.
2. Are his money-bags full?
3. Eagles are made of gold.
4. Is the coin a new one?
5. My lesson is easy.
6. Spiders are not insects.
7. How delicate the web is!
8. How is the patient?

LESSON 40.—"There is," or "There are."

We must be careful to say "There *is*," when speaking of one, and "There *are*," when speaking of more than one. Thus, we say —

There ***is*** only ***one egg*** in the basket; but —
There ***are five eggs*** in the basket.

There's is a contraction of *there is*. What letter is left out?

I. *Use* ***is*** *or* ***are*** *in the blanks:* —

1. There —— a robin in the apple-tree.
2. There —— some little robins in the nest.
3. There —— bees in the clover blossoms.
4. There —— no danger in going.
5. There —— a few daisies by the roadside.
6. —— there any orange-trees in the grove?
7. —— there a bridge across the river?
8. There —— James and Henry.
9. There —— many mistakes to be avoided.

II. *In which of these sentences can* ***there's*** *be used?*

LESSON 41.—A Story to Retell.

Read this story silently, tell it to your classmates, and then write it: —

A FISHING PARTY.

Mack was twelve years old. There were two men going fishing, and he thought he might help to carry the fish. So he went with them afar, through swamp and underbrush, to the pond. They caught three long strings of fish. But they lost the way home. It seemed to Mack that the men kept going round and round.

At last it was too dark. They must spend the night in the woods. When they lay down they thought of wild-cats and rattlesnakes. So they climbed trees, and found places where the branches and boughs made half-comfortable couches. In the morning, there was the road to their farm-house, only ten feet away.

LESSON 42.—A Dictation Exercise.

Write these sentences, after hearing them read: —

Mr. Lincoln was born Feb. 12, 1809.
Dr. and Mrs. Smith called.
George St. is near Lincoln Ave.
Nellie's seat is empty.
Come the first Wednesday in February.
There's a swallow in the chimney.

LESSON 43.—The Exclamation-Point.

When we *talk*, the tones of the voice may show that we are much *excited*, or *surprised*, or *pleased*.

When we *write*, we may show these feelings by placing an *exclamation-mark* (!) after our words. Thus: —

Father! The stable's afire!
Where's the ladder! Be quick!
Tom! Get the horse out!
What a narrow escape!

Write what you might exclaim —

If a child had broken through the ice; or about cold fingers; or about a rainbow; or about a severe storm.

LESSON 44. — How to write Quotations.

"I am a pedler," said Henry.
"What do you sell?" asked Mrs. Ward.
Henry replied, "I sell candy and apples."
"Is your candy good?" inquired his mother.

1. Just what did Henry say in the first sentence? 2. Tell exactly what his mother said in the second sentence.

When we repeat the exact words of another person, we are said to *quote* them, or to make a *quotation.*

3. Quote Henry's answer to his mother's first question. 4. What is the quotation in the fourth sentence? 5. Read the four quotations. 6. How does each one begin? 7. How many of them are statements? Read them. 8. How are the statements separated from the rest of the sentence?

9. Read the two quotations that are questions. 10. By what mark are they followed? 11. What marks do you observe before each quotation? What after it? These marks [" "] which enclose the quotation are called ***quotation marks.***

1. ***A quoted sentence must begin with a capital;***
2. ***It must be enclosed in quotation marks;***
3. ***It must generally be set off from the rest of the sentence by a comma or a question mark.***

LESSON 45. — Quotations to Write.

Supply enough in each line to make a properly written quotation: —

—— eyes are tired said Charles.
—— must have strained —— said his father.
The coasters shouted —— the track!
The fox remarked —— grapes are sour.
—— your tickets ready called the conductor.
The Bible says ——, obey your parents.
—— many stars has our flag asked Mr. Hayes.

LESSON 46. — A Story from a Picture.

I. *Try to finish the conversation between the little pedler and his mother, as begun in Lesson 44.*

II. *Write the story of "The Little Pedler."*

LESSON 47.—A Letter to Copy.

1. *Copy the following letter carefully, noticing all the capitals and punctuation marks:* —

125 Highland Ave.,
Salem, Mass.,
May 19, 1891.

My dear Alice,—

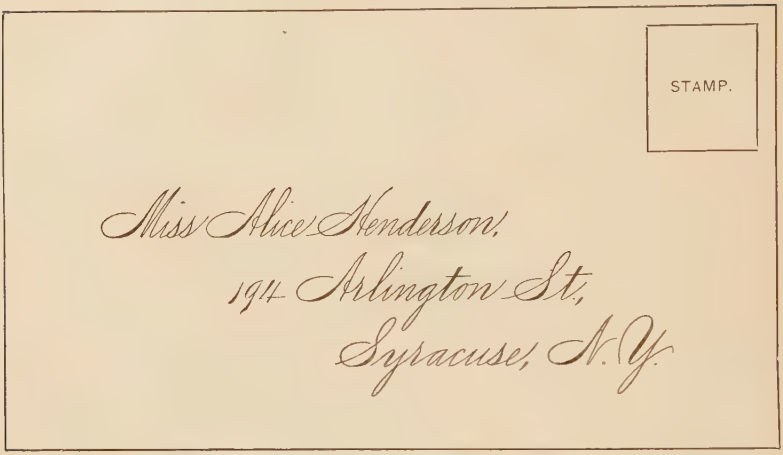
You don't know how different everything has been ever since you went home. The whole house seems empty, and even Puggy misses you.

Mattie Green came in to comfort me yesterday, and we talked over all the jolly times we had when you were here.

Every time the postman calls I think he must have a letter from you, but it never comes. O, do write to

Your lonely friend,
Mabel Gray.

II. *Draw an outline of the envelope, and copy the address.*



LESSON 48.—Writing a Letter.

I. 1. What is the number of your house? 2. In what street do you live? 3. In what city or town? 4. In what state? 5. What is the abbreviation of the name of your state? 6. What is the date to-day?

II. Copy the letter in Lesson 47, with your street and number, your city and state, and the present date in the heading. Instead of writing to Alice Henderson, you may use the name of one of your friends, and sign your own name to the letter.

LESSON 49.—The Address on Envelopes.

I. 1. Draw an oblong six inches by three to represent an envelope. 2. On it write the address of the person to whom you wrote the letter in Lesson 48. Use the title Miss or Mr., and write the name

in the middle of the envelope. 3. If a postman is to deliver the letter, put the number of the house and the name of the street on the next line. 4. On the last line write the name of the city or town, and that of the state. 5. Draw an outline of the stamp.

II. On another oblong address a letter to your father. Use his proper title.

III. Address a letter to your mother. For the proper title to use, see Lesson 14.

LESSON 50. — A Letter to be Written.

Imagine that you were this little Rosie writing a letter to her mamma.

If you cannot think what she would say, use this outline: —

Eager to write — finding paper, pen, and ink — table too high — chair just right — where Taffie had been — not allowed on table — often in chair — tried to write, too — paw too big for bottle — what she did — the stains — whose fault — what is to be done?

LESSON 51. — Sentence-Making.

Tell by whom or for what purpose these are used: —

rake	bellows	pitchfork	plow	anvils
plane	scythe	corkscrew	engines	punches

LESSON 52. — A Picture to Study.

Describe the girl in the picture, telling her name, age, color of eyes, hair, dress. What is she carrying? What is in the "Noah's Ark"? Name her pets. Where has she come from? For whom is she looking? Try to tell what she is thinking about. What will she do after she has had her own breakfast? And then what?

LESSON 53. — Verses to be Learned.

They, my child, who idly sing of beauty
In the eyes and in the hair,
Sing of beauty that is not; let it never be forgot —
Beauty ne'er beginneth there;
If there's beauty in the heart, there is beauty everywhere.

Learn these lines; then write them from memory.

LESSON 54. — An Object to be Described.

I. *With a cube before you, answer orally the following questions: —*

1. Does the object before you take up room or space? 2. Has it weight? 3. Is it therefore a solid? 4. What is the outside of a solid called? 5. How many sides or surfaces has this solid? 6. What is the shape of each of these surfaces? 7. What, then, is a cube?

8. How many edges has a cube? 9. How many corners has it? 10. How many angles has each square of the cube? 11. What kind of angles are they? 12. How many angles have all the sides or faces of a cube?

II. *Stand before your class and tell what you can about a cube.*

III. *Write ten statements about a cube.*

LESSON 55.—Sentences for Dictation.

St. Valentine's day is the 14th of February.
March 25th was once New Year's day.
Why is 1900 not a leap year?
When does February have five Sundays?
'Twas on the last Wednesday in July.

LESSON 56.—A Story to Reproduce.

I. *Tell this story after hearing it:—*

PUSS AND THE RAVENS.

Puss had stolen a big bone, and sat down for a quiet nibble. Two ravens saw the bone and wanted it; so the larger one flew down to frighten puss away. But as she was brave and gave him a box with her paw, the two ravens decided to work together. One was to fly at puss's tail and the other at her face. Down came one and seized her tail with his long beak. When she turned to drive him off, the other flew away with her bone. Then pussy could only look up into the tree, blinking her eyes, and lashing her tail.

II. *Reproduce this story in writing.*

LESSON 57.—Contracted Words.

I. *Copy these contractions, and learn the full form of each. Repeat them until they are very familiar.*

He is not . . . . { He's not. / He isn't.	I am not . . . I'm not.
She is not . . . . { She's not. / She isn't.	We are not . . { We're not. / We aren't.
It is not . . . . { It's not. / It isn't. / 'Tisn't.	You are not . . { You're not. / You aren't.
	They are not . { They're not. / They aren't.

II. 1. What does the apostrophe in a contraction show? 2. What letter is left out in *I'm?* In *you're, we're,* and *they're?* In *he's, she's, it's?* 3. What two letters are left out in *'tisn't?*

Never use āint or ān't either in speaking or in writing.

LESSON 58.—Using Contractions.

I. *Answer these questions orally by filling the blanks with suitable contractions:—*

1. Is he coming?	No, —— not coming.
2. Are you going?	Yes, —— going.
3. Is it true?	No, —— not true.
4. Are we invited?	No, —— not invited.
5. Are they here?	No, —— not here.
6. Is she your friend?	No, —— my friend.
7. Am I the one?	No, —— the one.
8. Is it there?	No, —— there.
9. Are we safe?	Yes, —— safe.
10. Is he well?	Yes, —— well.

II. *Write the answers that you have given.*

Put a comma after "yes" and "no" when followed by other words.

LESSON 59.—When to use "aren't."

We may use *ärən't,* a contraction of *are not,* with plural words, if we are careful to sound the letter *r.* Remember that "ān't" is ***never*** to be used.

Fill the blanks with suitable contractions:—

1. Aren't we to go? No, —— not to go.
2. —— you well? Yes, —— very well.

3. —— they here? No, —— not here.
4. —— the waves high? —— you afraid?
5. —— the fires out? No, —— burning yet.
6. —— the berries ripe? No, —— not ripe yet.
7. —— you going to church? No, —— not.
8. I shall go if it —— too late.
9. —— the clouds beautiful! 10. —— the sunset grand!
11. They —— here now. 12. —— there one?

LESSON 60.—Dictation.

"Hurrah! it's snowing," cried Nell.
"I think it'll turn to rain," said Lou.
"John, what time is it?" asked Mrs. Dane.
He replied, "It's just twelve o'clock, mother."
Father writes, "We shall be at home Tuesday."

LESSON 61.—A Talk about Leaves.

1. What is the common color of leaves? 2. What other colors have they which you remember? 3. What are the colors in earliest spring? 4. What are the colors of autumn? 5. What changes the colors?

6. In summer of what use to us are leaves? 7. Of what use are they to birds? 8. Do you know of any animals that feed upon the leaves of trees? 9. Have you ever seen a palm leaf in use?

10. What do we call all the leaves of a tree taken together? 11. How do leaves behave when the wind blows? 12. What tree of those that you know has the largest leaves? 13. Which the smallest? 14. What trees do you know by the shape of their leaves?

After trying to tell orally what the questions suggest about leaves, you may tell it in writing.

LESSON 62. — A Picture Story.

Tell orally and then in writing the story of the "Little Gardener."

Think of: His name — where he is going — the time of year — his broad hat — names of tools — what each is for — what he leaves behind — what grows in his garden — what he expects it to yield.

Tell what insects, birds, and other animals may injure his garden; in what way and how any of them may help him.

LESSON 63. — The Comma with Name of one spoken to.

Grandma, when does the moon rise?
Have you seen it, mother?
No, Edward, it is not in sight.

1. Who is spoken to in the first sentence? 2. What mark separates the name from the rest of the sentence? 3. In the second sentence who is addressed or spoken to? 4. How is *mother* set off from the rest of the sentence? 5. Who is addressed in the third sentence? 6. How many commas are needed to separate his name from the rest of the sentence? Why are two needed? 7. Tell for what else a comma is sometimes used?

Remember that —

The name of a person spoken to is set off from the rest of the sentence by commas.

In writing this exercise use the name of some person spoken to : —

1. Ask your teacher a question about alcohol.
2. Give an order about some oil to a storekeeper.
3. Tell an expressman what you want him to do.
4. Ask a physician some question about a patient.
5. What might you need to say to a clerk at the post-office ?
6. What should you say to a gentleman that does you a favor ?
7. What might you say to your dog ?

Sentences that order or command are called command sentences. They are followed by periods.

How many of the sentences which you have just written are command sentences ?

LESSON 64.—Words to be Defined.

After a conversation about the following objects, write sentences to tell what each is : —

a napkin	a plough	a tailor
a sandwich	a widow	a crayon
a grandfather	an orphan	a model

LESSON 65.—A Composition: Vegetables.

After a talk about "Vegetables," answer these questions in writing so as to make a composition on the subject : —

1. What vegetables grow in your vicinity ? 2. Of which do we use the roots as food ? 3. Of which the seeds ? 4. Of which the leaves ? 5. Of which the stems or stalks ? 6. Which grow on vines ? 7. Which are eaten raw ? 8. Which are eaten when unripe ? 9. Can any of these vegetables be called fruits ?

LESSON 66.—Dictation.

Bertha Wright, you may write this.
When you reach home, William, write to us.
Mary, are both cups full?
Yes, and each cup holds ten spoonfuls.
Come on, boys, the bell's rung. You'll be late.

LESSON 67.—"Was" or "Were."

I was glad.	We were coming.
He was sad.	You were going.
She was late.	They were staying.
It was black.	***Several were*** waiting.
One was right.	Eight were running.

1. Read these sentences, emphasizing the first word. 2. Read them, emphasizing the second word. 3. How many are meant by *I?* by *he?* by *she?* by *it?* by *one?* 4. Do we use *was* or *were* with such words? 5. With what kind of words do we use *was?*

6. How many are meant by *we, you, they, several?* 7. Should we use *was* or *were* with such words? 8. With what kind of words do we use *were?*

I. *Supply* ***was*** *or* ***were,*** *as you think right:*—

1. The day —— warm.
2. The air —— still.
3. We —— riding.
4. Clouds —— rising.
5. Lightning —— seen.
6. Noises —— heard.
7. Drops —— falling.
8. The wind —— blowing.
9. The storm —— severe.
10. They —— kind to us.

II. *Supply singular or plural words, as you think right:*—

1. The —— was cold.
2. The —— was blowing.
3. —— were walking.
4. —— were flying.
5. —— was hazy.
6. The —— were on the ice.
7. —— was skating.
8. —— were sliding.
9. The —— was cracking.
10. —— was happy.

LESSON 68.—"Was" or "Were" in Questions.

We must always say "you *were*" and "*were* you?" "Was" should *never* be used with "you."

I. *Fill the blanks with* **was** *or* **were** *:* —

Where —— he?
Where —— I?
Where —— you?
Where —— she?
Where —— they?
Where —— we?
Where —— the horse?

—— he there?
—— we there?
—— it there?
—— you there?
—— I there?
—— they there?
—— the horses there?

Practice till you can say these rapidly without a mistake.

II. *Fill the blanks with singular or plural words:* —

Was the —— in the nest?
Were there any —— in it?
Was her —— near by?
Were —— singing?
Was the —— sweet?

Was the —— ripe?
Were the —— sour?
Was the —— hungry?
Where was —— ?
Where were —— ?

LESSON 69.—A Picture Story.

Tell how Fred Hill and his friends kept the Fourth of July. Then write the story.

Describe their procession as seen in this silhouette. Tell who saw it pass and what was said.

LESSON 70. — Verses to put into Prose.

A GRANDMA THAT'S JUST SPLENDID.

Grandma's eyes are dim,
  And grandma's hair is sprinkled
With threads of white; her cap's set prim
  Above a face that's wrinkled.

But grandma's eyes are kind,
  And grandma's smile is cheery;
She likes our noise; she doesn't mind;
  She calls us "pet" and "deary."

She tells us such a lot
  Of stories with a fairy
And giant in: she knows it's what
  We like — something scary.

She never scolds at all;
  She keeps our playthings mended;
She dresses dolls. She's what we call
  A grandma that's just splendid!

First answer the questions which your teacher and your classmates will ask about this grandma. Then tell all about her in your own language.

LESSON 71. — About Fruits.

After a conversation lesson, write answers to the following questions so as to make a composition on "Fruits": —

1. What kinds of fruit grow near where you live? 2. Which of them grow on trees? 3. Which on bushes? 4. Which on vines? 5. Tell in what month each ripens. 6. Which are sometimes dried for food? 7. What drinks are made from fruits? 8. What kinds are brought from warm countries? 9. Can you name the country whence each comes?

LESSON 72. — A Choice of Words.

There means *in that place.*
Their means *belonging to them.*
They're means *they are.*

I. *Select the right one of these three words to supply in each of the following sentences: —*

1. Have you moved —— books?
2. Let them stay ——.
3. —— they come with —— dogs!
4. —— expecting you —— to-day.
5. When were you —— last?
6. —— living —— now with —— friends.

II. *To show the use of these words, write six sentences, two for each word.*

LESSON 73. — For Dictation.

Doesn't a cat walk on his toes?
Yes, they're soft as cushions.
Aren't their claws each hidden in a sheath?
It's never too late to mend.
Don't cry if you've done your best.
There's another one there.

LESSON 74. — Sentence-Making.

Write sentences telling the kind of work that each of these persons does: —

tailor	architect	cobbler
carpenter	milliner	florist
barber	cooper	miller

LESSON 75.—A Story to Tell.

Read this story silently twice, tell it in your own words, and then write it in the form of a letter to a friend.

WHAT THE BEAR THOUGHT.

Two young hunters, Arnold and Herbert, had heard of a bear in a wood. Each day they went there to watch, eating and sleeping at an inn. The landlord, they said, must wait for his pay until the bear's skin was sold.

One morning they heard a growl that frightened them dreadfully. Arnold climbed a tree, and Herbert, being unable to fire his gun, fell forward and played dead. The bear smelled all about him, and then walked off, first whispering in his ear that he had better not sell a bear-skin until he had caught the bear.

LESSON 76.—About the Sun.

1. What does the sun do for us? 2. Where does the moon get its light? 3. Where, then, does our moonlight surely come from? 4. How is it that the sun, in the west at night, appears in the east in the morning? 5. How often does the earth turn around?

6. Does the sun always set exactly in the west? 7. When do we see it more nearly overhead, — in winter, or in summer? 8. In what part of the world is the sun nearly overhead all the time? 9. What kind of climate does this make? 10. In what months do we have our longest days? Our longest nights?

11. When we in the north have summer, what happens in the southern hemisphere? 12. Is December with us a warm or a cold month? 13. What is it in Australia? 14. In what month do boys skate in that country?

I. *Write down as many things as you have noticed about the sun.* Tell what it seems to be — where it seems to go — and what good it does. Set down two questions that you cannot answer about it.

II. *Think over what you have learned, and study what you have written. Then be ready to stand and talk about the sun.*

LESSON 77.—A Description.

I. *First talk about this picture. Then write a full description.* Arrange your sentences in five groups or paragraphs.

1. ***The Child:*** Age — kind of hair — clothing worn — how fastened in front — how finished at the wrists — the hat — the shoes — in his hand — in his thoughts.

2. ***The Pump:*** Its use — the material — the different parts — where the water comes from — what brings it up — why running now.

3. ***The Trough:*** Made of what — by whom and how — of what use — what keeps it from rocking.

4. ***The Bird:*** Where he sits — why here — name — voice — shape of beak.

5. ***The Bush:*** Parts to be seen.

II. *Using this picture, write a story of what has happened and what is going to happen.*

LESSON 78.—"Has" and "Have."

1. Has the *bell* rung?
2. Have the *bells* rung?
3. One bell *has* rung.
4. Two bells *have* rung.

1. In which of these sentences is only *one* thing spoken of? 2. In which do we speak of *more* than one? 3. When we speak of

one bell, do we use *have* or *has?* 4. Which do we use when we speak of more than one bell? 5. When do we use *has?* 6. When do we use *have?*

I. *Fill the blanks with singular or plural names:*—

1. The —— have come up from the pasture.
2. The old —— has been fed.
3. The —— has gone to sleep.
4. —— the corn been planted?
5. —— the larkspurs blossomed yet?
6. All the —— has been picked.

II. *Use "have a book" or "has a book" with these words:*—

we	you	they
he	she	one
I	it	all

Practice repeating them with the whole list rapidly.

LESSON 79.—About this Book.

I. *Answer these questions orally, and then in writing.* Use short, distinct sentences.

1. How many pages has this book? 2. How many fly-leaves? 3. What is the very first page called? 4. What is the title of this book? 5. Who are the authors? 6. What is an author? 7. Who are the publishers of this book? 8. What do we mean by "publishers"? 9. What does a "Table of Contents" show? 10. What is an "Index" for? 11. Who provides you with school-books? 12. How should you treat them? Why?

II. *Write about some other book in a similar way.* Ask yourself other questions about it, and find out the answers.

LESSON 80. — Verses to be put into Prose.

"Hello!" is what his grandpa said,
As through the gate he came;
"I want to hire a little boy,
So pray, sir, what's your name? —

"A boy to drive the cattle home
And weed the garden bed;
A boy to split the kindling-wood
And pile it in the shed."

His grandson looked across the fields
And slightly drew away;
"I think I'll say good by, g'an'pa —
I didn't come to stay."

Copyright, 1890, by Harper & Brothers. —*Harper's Young People.*

After a talk about "Guy's Visit to Grandpa," you may write about it. Tell —

1. Why he went and where he appeared.
2. The greeting and the question.
3. Why it was asked.
4. The work to be done.
5. The boy's feelings.
6. What he said and why he went home.

LESSON 81. — Words made plural by adding *es*.

Spell the plural of —

sled, skate, net, turkey, monarch, muff.

How are names generally made plural?

The following words are made plural by adding *es*. *Pronounce their plurals:* —

glass	box	fez	dish	church
pass	tax	fuzz	wish	arch

1. How many syllables are there in the singular of these words? 2. How many in the plural? 3. How do the words in the first column end? 4. In the second? 5. In the third? 6. In the fourth? 7. In the fifth? 8. How would they sound if only *s* were added?

Remember that —

Names ending in s, x, z, sh, or soft ch, form their plural by adding another syllable, es.

The possessive of the singular of such words is made in the usual way by adding *'s*. The plural and the possessive happen to *sound* alike.

I. *Read these sentences, and tell which words are singular:* —

Listen! Was that a fox's bark?
Three foxes have been caught.
How many Jameses are there in the class?
Charles's family name is Mason.

Could you have told by the sound which words were singular?

II. *Spell first the possessive and then the plural of these words:* —

grass	lass	Agnes	ostrich
bush	branch	larch	box

Use the plural of these same words in sentences.

LESSON 82. — To be Dictated.

Were there boys in the lady's carriage?
Bring Harry's hat and James's coat.
Are these books yours or theirs?
I'm glad that you're here.
He hears you. Here's enough.
Are the churches open on Christmas?

LESSON 83.—A Story to be Retold.

Hear your teacher read this story, and hear some of your classmates tell it. Then reproduce it in writing.

"I wish that I had friends to help me on," cried idle Dennis, yawning.

"Friends? Why, you have ten," replied his master.

"I'm sure I haven't half so many, and those that I have are too poor to help me."

"Count your fingers, my boy," said the master.

Dennis looked at his large, strong hands.

"Count thumbs and all," added the master.

"I did; there are ten," said the lad.

"Then never say you have not ten friends able to help you on in life. Try what those true friends can do before you begin to fret because you do not get help from others."

LESSON 84.—A Review Lesson.

I.

1. Write a statement about *clouds*.
2. Change this statement to a question.
3. What words are always written with capitals?
4. Use in a sentence a word pronounced like *vain*.
5. Write a sentence containing two contractions.

II.

1. Write a sentence containing two abbreviations.
2. Use the possessive of Mr. Curtis in a sentence.
3. Write a command sentence containing a comma.
4. Write a sentence beginning "There's —"
5. Write a question beginning "Is there —"

III.

1. Write a sentence containing a quotation.
2. Use the contraction for *are not* in a question.
3. Tell in a sentence what the shortest month in the year is.
4. Use *Aug.* and *P.M.* in a sentence.
5. Write a sentence containing a question used as a quotation.

LESSON 85. — Studies from a Picture.

I. *How Soap-Bubbles are made. Tell about* —

Making the suds — kind of pipe — blowing the bubbles — how they move — how they look — what makes the colors — why they break — what is in them.

II. *Describe the picture of the "Little Bubble-Blower."* Do not leave anything out.

III. *Write a letter to one of your friends, inviting her to a bubble party.* Say when and where, and a little about the company.

LESSON 86. — Verses to Remember.

Commit this selection to memory and then write it: —

Be you tempted as you may,
Each day and every day
Speak what is true —
True things in great and small;
Then, though the sky should fall,
Sun, moon, and stars and all,
Heaven would show through.

— Alice Carey.

LESSON 87. — A Story to be Told.

Read the following story several times, and tell it to your classmates. Don't use "and" even once in telling it.

HOW TO LOOK AT A GIFT.

Patty had received a doll's trunk at Christmas; and as Prue seemed to wish for one, the grandmamma, who acted as "fairy godmother" to the children, gave her one for her birthday.

It happened to be a little smaller than Patty's, and Patty liked nothing better than to call Prue's attention to the fact.

Prue bore it very well; but finally, when Patty said with a pitying air, "Prue, I'm so used to my big trunk that when I look at yours it looks so small to me!" Prue turned quickly to say, —

"Well, I don't care, Patty, you're not a bit nice! It isn't the *smallness* you ought to look at when anybody gives you anything — it's the *kindness!*"

— *The Wide-Awake.*

LESSON 88. — A Conversation about Rain.

1. What is it that falls in the form of rain? 2. What is it that floats along in the sky?

3. Where do clouds begin to form? 4. If you were in a mist on a mountain-top, should you call it cloud or fog? 5. Where would you look for fogs?

6. Do rain-drops always fall straight down? 7. Why do they sometimes beat hard against the window-pane? 8. What takes their place in winter?

Nothing can live without moisture.

9. Where does snow never fall? 10. What is the difference between snow and hail? 11. Where does it all come from? 12. Then where does it go?

13. Where do rivers flow to? 14. What good does rain do? 15. Did you know that some tribes of people never see a drop of rain?

LESSON 89.—A Prepared Talk about Rain.

I. *Write out what you have been talking over, and add something more that you can say about the rain.* Think of when to expect it, and of what effect a shower might have. Tell what sometimes happens in a shower.

II. *Then study what you have written till you are ready to tell it well without having any help.*

LESSON 90.—An Invitation and the Reply.

I. You are to have a grove party next Saturday. You must write a letter inviting somebody whom you want to come, and telling the time, the place, and other arrangements. Say what may be brought for the sports, and what is to be done if it should rain.

Write the letter as if you were talking.

II. The friend whom you invited has recently sprained an ankle while playing. A letter tells just how it happened, and how sorry the writer feels not to be able to attend your party. It suggests two games to be played, and invites you to bring your company to the writer's house, in case it rains, where everything will be ready for a donkey party.

Write the letter that might be sent under these circumstances.

LESSON 91. — A Picture to Study.

I. *Describe the picture on the opposite page as fully as you can, first orally and then in writing.*

II. *Try to tell the story of this mother hen's trouble as she might tell it if she could talk.*

III. *Compare a hen and a duck, telling how they are alike and how they differ in appearance and in habits.*

LESSON 92. — How to write Titles of Books.

The title of this book is "First Lessons in Language."
Have you ever read "Seven Little Sisters"?
Do you take "The Youth's Companion"?
Her composition was on "The Way to be Happy."

1. What two books are named in these sentences? 2. What paper? 3. What composition title is given? 4. How are all these names, or titles, enclosed? 5. Do all the words in these titles begin with capitals? 6. Which words do begin with capitals?

Remember that —

The principal words in the titles of books should begin with capitals.

When used in sentences, the titles of books should be enclosed in quotation-marks.

Write answers to the following questions in distinct sentences: —

1. What is the name of the last book that you read?
2. What arithmetic do you use?
3. What newspaper do you have at home?
4. What was the subject of your last language lesson?
5. What is the largest book that you have ever seen?
6. What children's magazines do you know of?

LESSON 93. — Synonyms

1. I am weary.
2. I am tired.
3. In what place does he reside?
4. Where does he live?
5. A difficult lesson.
6. A hard lesson.

1. Read the first two sentences. 2. Are they alike in meaning? 3. How are they unlike? 4. What does *weary* mean? *Tired?* 5. Read the third and fourth sentences. 6. What does *reside* mean? 7. What three words in the third sentence mean the same as *where?* 8. Which would you rather learn, a *difficult* lesson or a *hard* one? 9. What two words in the first two sentences have nearly the same meaning? 10. What two in 3 and 4? In 5 and 6?

Words that have nearly the same meaning are called *syn-o-nyms.*

11. Give a synonym for *weary;* for *difficult;* for *task.* 12. Think of a synonym for *labors* in "He labors hard all day." 13. What synonym can you use for *cloudless* in "The sky is cloudless"? 14. For *odor* in "The odor of flowers"? 15. For *flowers?* 16. What are synonyms?

I. *From the words in the last two columns, select synonyms for the words in the first two:* —

rich	wise	lazy	aged
weak	ignorant	wealthy	learned
strong	old	industrious	small
busy	little	feeble	uneducated
indolent	pleasant	powerful	agreeable

II. *Use the words in the last two columns in sentences; then substitute their synonyms, and see whether the meaning remains about the same.*

LESSON 94. — Synonyms.

From the following words select the synonyms, and write them together: —

thankless	gather	select	scares
brief	collect	sphere	separates
ungrateful	divides	short	globe
companions	frightens	choose	associates

LESSON 95. — "Hasn't" or "Haven't."

Of what is *hasn't* a contraction? What is the contraction for *have not?*

I. *Fill the blanks with* ***hasn't*** or ***haven't:*** —

Has he enough? No, he —— enough.
Have they come? No, they —— come.
Have you heard? No, I —— heard.
Has she done it? No, she —— done it.

Never use hain't for hasn't or haven't.

II. *Ask questions about these objects, using* ***hasn't*** or ***haven't:*** —

flowers	it	stars	oil	beets
clouds	ice	houses	ship	forest

III. *Change* ***have*** *to* ***has*** *and* ***has*** *to* ***have*** *in these sentences, and make other changes, if any are needed:* —

1. The spider has eight legs.
2. Whales have warm blood.
3. A fish has cold blood.
4. Butterflies have four wings.
5. Plants have roots, stems, and branches.
6. A fern has no flowers.
7. Deaf mutes have but three senses.

LESSON 96. — Study of a Leaf (held in the hand).*

1. What is its color? 2. Is it the same on both sides? 3. Which side is darker? 4. Which is the upper or sunny side? 5. Is it a thick leaf or a thin one? 6. Is it glossy or dull? 7. Is the surface rough or smooth? 8. Can you see what makes it rough? 9. Is the leaf blunt or pointed at the top? 10. What is its shape at the base? What is the base of a leaf? 11. Is the margin even and smooth? Is it scalloped or wavy or notched? 12. Compare the edges of the leaf-pictures. 13. Which are compound, and which are simple leaves? Of which kind is yours?

After the questions, give a clear description of your leaf.

LESSON 97. — Plural Names ending in *ies*.

1. What is the plural of these words? What does the *y* follow?

day ray key valley boy toy guy

* For this lesson and for Lesson 101 the children may each have some common, simple leaf. The questions may then be applied to leaves of various kinds. The number of points to be compared will gradually increase. *See page* **151**.

The letters *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*, are called *vowels*. The other nineteen letters of the alphabet are *consonants*.

2. What are the last two letters in the following words?

3. Should you say that the *y* in them comes after a *vowel* or after a *consonant*?

ruby lady fly story duty

The plural of these words is —

rubies ladies flies stories duties

4. To what is the *y* in *lady* changed to make the plural *ladies*?

5. How is it changed in the other words?

I. *Write the plural of these words by changing* **y** *to* **ies**: —

berry	lily	fairy	city	lady
pony	enemy	sty	ditty	story
cherry	cry	body	jelly	dairy
daisy	tidy	reply	fly	duty

II. *Try to use the plural of ten of these words in sentences.*

Remember that —

Words ending in y after a consonant are made plural by changing y to ies.

LESSON 98. — Dictation.

Did you thank Mrs. Lane for the cherries, Alice?
Yes, mother, I said, "Thank you, ma'am."
You should have said, "Thank you, Mrs. Lane."
Do such lilies grow in the valleys?
The tallest chimneys are in cities.

LESSON 99. — Our Country's Flag.

I. *After a conversation about the "United States Flag" write a composition on the subject.*

Make several paragraphs of what you write, and observe the following order: —

1. Material; shape; size; colors.
2. Parts: field, stars, stripes.
3. Number of stripes accounted for; number of stars.
4. Uses; emblem of what?
5. Various names given to it; feelings at sight of it.
6. Flags on schoolhouses; where, why?

II. *Notice which of these verses begin further from the margin, explain why, and write them so when learned.*

Flag of the heroes who left us their glory,
Borne through their battle-field's thunder and flame,
Blazoned in song and illumined in story,
Wave o'er us all who inherit their fame.
Up with our banner bright,
Sprinkled with starry light!
Spread its fair emblems from mountain to shore,
While through the sounding sky
Loud rings the nation's cry,
Union and Liberty, one evermore!

— *O. W. Holmes.*

LESSON 100. — Sentence-Making.

After conversation, write sentences to describe these objects: —

postage stamp	post-office	telegram	postage
postal card	postman	letter-box	mail

LESSON 101. — Study of a Leaf (in the hand).

[See Lesson 96.]

1. Which side of the leaf shows the framework more plainly? 2. When you try to look through it toward a window, is the framework plainer to see? 3. Is there one main rib, or are there several from the base? 4. Are there any branches? 5. Do they spread as in a feather or like the fingers of a hand? 6. Can you see any still finer branches, like veins? 7. Do these veins run parallel, or do they cross each other like the meshes of a net? 8. Does the thin, green blade run quite down both sides, or has the leaf a stalk? 9. Can you see where the stalk joined the stem from which it came, or has a part been lost in picking the leaf? 10. Find out what is meant by a *sessile* leaf.

I. *Write out a description of a leaf that you have examined, following the questions in Lesson 96 as well as these.*

II. *Answer questions* ***3, 4, 5, 6,*** *and* ***8*** *in regard to all the leaf-pictures.*

LESSON 102. — More Contractions.

For what expressions are these the contractions? What letters are omitted? Use these contractions in statements or in questions.

we've	he'll	wouldn't	didn't
that's	you'll	they'll	'twasn't
I'll	you've	where's	shouldn't
I've	'twill	couldn't	let's

LESSON 103. — Plural Names that show who the Owner is.

lady's	clerks	tailor's	birds
ladies	clerk's	tailors	bird's

1. With what letter do most plural names end? 2. Tell which of these names mean more than one? 3. Which show that only one is meant? 4. For what is *'s* used?

The store belonging to my brother is closed.
My brother's store is closed.
The store belonging to my brothers is open.
My brothers' store is open.

5. What difference do you see in the meaning of the first and second sentences? 6. In that of the third and fourth?

7. Who owns the store that is shut? 8. Who the one that is open? 9. How many owners has the first? The second? 10. What is the difference between *brother's* and *brothers'*? 11. Which is singular? Which plural?

I. *Tell whether these objects have one owner or more than one:* —

the girl's sled	the bird's nest
the girls' sled	the birds' nest
my uncle's children	my uncles' children

Remember that —

Plural names ending in s are made possessive by adding the apostrophe only.

II. *Tell whether these are singular or plural possessives, and why:* —

lady's	merchants'	baker's	lions'
ladies'	merchant's	bakers'	crow's
swans'	Indians'	farmers'	sons'

LESSON 104.—A Picture Story.

I. *Tell orally and in writing the story that this picture suggests. Call it "Tot's Adventure."*

Tell how Tot was once left alone; how the dressing-case looked to him; about his curiosity; how he got up; what he saw; what he thought of himself; how he was found; and what his mamma said to him.

II. *Describe everything that is on the dressing-case, and say what else you think is in the room.*

LESSON 105.—A Talk about Gems.

1. What precious stones can you mention by name? 2. Which do you know at sight? 3. Mention two uses for diamonds. 4. Of what color are they? 5. Why are they valued? 6. Where are they found, and how do they look before they are cut? 7. What is a lapidary? 8. From what are pearls obtained? 9. What metals are used in the setting of jewels?

LESSON 106. — Synonyms.

I. *Read the following expressions, using simpler words from the list in place of those that are italicized: —*

shorten	chief	story	help	prompt
loving	get	tell	strong	accident

1. *assist* the weak;
2. a *powerful* man;
3. *lessen* the time;
4. an interesting *narrative;*
5. *notify* the doctor;
6. *obtain* work;
7. my *principal* study;
8. be *punctual;*
9. a frightful *disaster;*
10. an *affectionate* son.

II. *Use these changed expressions to make sentences, without such words as* **he, it, that,** *and* **this.**

LESSON 107. — A Story to Retell.

Write this story after hearing it read once.

CONTENTMENT.

A generous old man, who had many acres of land, once put up this sign near the edge of a field: "I will give this field to whoever is happy and contented."

Presently some one applied to him, and the old man asked: "So you are a contented person, are you?" — "I am, sir; perfectly," was the reply. — "Then why do you want my field?"

LESSON 108. — Meanings of Words.

After a conversation lesson, or a little study with the dictionary, write sentences to tell what these articles are: —

beef	mutton	venison	pork	tallow
hay	maize	raisins	cider	cream

LESSON 109.

"Tired Out."

I. *Write out the names of everything that you can see in this picture. Then make a short sentence about each one, telling what it is doing, what position it is in, or of what kind it is.*

II. *Imagine what has happened, and then tell orally and in writing "How Eva spent an Afternoon."*

III. *Do you see any sign from which you may be sure that there is a fire on the hearth? If you wished to put the room in order, how should you arrange what you see?*

LESSON 110. — Commas in a Series of Words.

Our flag is red, white, and blue.
Grocers sell tea, sugar, rice, and such things.
Farmers plough, and plant, and reap.
Men, women, and children make the nation.

1. What three words tell the color of the flag? 2. Are they words of the same kind? 3. Are they all used in the same way? 4. In the second sentence, which words are used alike? 5. Taken all together, what do they show to us?

Three or more words of the same kind used in the same way make a *series* of words.

6. What series of words shows what farmers do? 7. Are they words of the same kind and used in the same way? 8. How are they separated? 9. What series is in the fourth sentence? 10. What does this series show? 11. Why do we call these words a *series*? 12. How are they separated?

Remember that —

The words of a series are kept separate by commas.

Write answers to each of the following questions, using a series of words in a sentence: —

1. What four things do you do in school?
2. What can you buy at a furniture store?
3. What does the carpenter build?
4. What tools does a carpenter use?
5. Of what shapes may a biscuit be?
6. What are called the primary colors?
7. In what directions may a weather-vane point?
8. What drinks that you know of contain alcohol?
9. What are the duties of a gardener?

LESSON 111.—"Who's" and "Whose."

Who's is a contraction of *who is*.
Whose asks *to whom* a thing belongs. Thus:—

Who's going to the river to-day?
Whose apron is this?—which means—*To whom* does it belong?

I. *Supply* ***who's*** *or* ***whose****, and tell why you choose as you do.*

1. Do you know —— playing at first base?
2. —— turn is it to go to the bat?
3. —— house is that on the hill?
4. —— the owner of that house?
5. Tell me —— singing you like best.
6. Tell me —— waiting at the station.

II. *Write three sentences using* ***whose,*** *and three using* ***who's.*** *Do not begin two alike.*

LESSON 112.—Meanings of Words.

Learn what these things are from the dictionary or by asking questions, if you do not know; then define in written sentences—

prunes	sugar	cork	veal	bacon
wine	acorns	straw	lard	ham

LESSON 113.—Dictation.

Toads, frogs, and lizards are reptiles.
Here are elms, chestnuts, and maples.
An open fire is warm, bright, and cheerful.
March, April, and May are spring months.
Children, don't say *can't* and *won't*.

LESSON 114. — A Vacation Letter.

Up among the hills is grandfather's farm, where for weeks you have been staying. The letters that you send to your mother will be full of news. Write one now about farm life, or about catching "Old Dick" for a ride; — how you came to meet — what each had been doing — in what sort of place you found him — what he looked or seemed to say — and why he was attracted by the basket. *Make the letter tell what the picture tells, and more.*

LESSON 115. — Plural Possessives.

1. What is added to a singular name to make it possessive? 2. What is added to make it plural? 3. When you have a plural name, how do you make that possessive?

Change these expressions so that the possessive shall be ***plural*** *and possessive. Explain each change in this way:* "That *boy's* skates" means "The skates belonging to that boy." "Those *boys'* skates" means "The skates belonging to those boys."

my friend's horse	that thief's name	the hero's hope
the doctor's eye	the lily's bell	the mosquito's sting
the fish's fins	the baby's mother	the wolf's den

LESSON 116. — Story-Telling.

Reproduce this story, first orally and then in writing. Try to tell it smoothly.

THE DAISY-PICKERS.

A king once called his servants to him and asked them to gather daisies, — as many as they could find. The boys and the girls were delighted. They set off for the fields and hills, each striving to find the best.

One little boy was lame and could not run with the others. Soon quite alone, he limped to a shady valley near by, meaning to get what he could, though they might not be perfect ones. He quickly tired, and came back with only a handful.

When all the king's servants were together with their flowers, the king took up the bunch that the lame boy brought, and said they were the brightest and the whitest of them all.

LESSON 117. — A Talk about Plants.

1. Mention something that lives in the air. On land. In water. 2. Do any plants live in water? Do any live in air? 3. Mention the largest and the smallest of plants that you know. 4. Is the grass in a lawn one spreading plant, or many close together? 5. What leafless plants grow on rocks and the bark of trees?

6. What is the root? 7. What is the part just above the ground? 8. What other parts can you name? 9. What is an unopened flower?

10. Do plants have a limited time of life? 11. Find out some common plants that live only two years. Only one year. 12. Can you tell about some trees or other plants — how long they live?

Write what you have learned about plants from your conversation.

LESSON 118. — Sixteen Plurals in *ves*.

Most names ending in *f* or *fe* add simply *s* to make the plural. As, —

griefs reefs fifes strifes

Sixteen common names ending in *f* or *fe* make their plurals by changing the *f* or *fe* to *ves*. They are, —

calf . . . calves	thief . . . thieves	wife . . . wives
half . . . halves	elf . . . elves	loaf . . . loaves
staff . . . stäves	self . . . selves	wolf . . . wolves
beef . . . beeves	shelf . . . shelves	wharf . . wharves
leaf . . . leaves	knife . . knives	
sheaf . . sheaves	life . . . lives	

Learn these plurals, and use each of them in a sentence.

LESSON 119. — Divided Quotations.

"Which of you," asked Mr. Brown, "can tell what a palace is?"

"I think," said Edna, "that a palace is a king's house."

1. Read the question that Mr. Brown asked. 2. Into how many parts is it divided? By what? 3. How is each part enclosed? 4. What is it that we put into quotation marks? 5. Why are not the words *asked Mr. Brown* enclosed in quotation marks?

6. Read the second quotation. 7. What words divide it into parts? 8. How are these words separated from the rest of the sentence?

Remember that —

When a quoted sentence is divided into two parts by other words, each part must be put into quotation marks, and separated from the rest of the sentence by a comma.

Write the examples on page 69 as divided quotations by changing the place of expressions like ***he said.*** *Thus: —*

"We shall go if it does not rain," he said.
"We shall go," he said, "if it does not rain."

1. "Run up the flag, for our side has won," Tom shouted.
2. "Follow the left-hand road and you will find the spring," answered the guide.
3. "How long it is since the train started!" sighed Harry.
4. "What is the use of the ship's rudder?" we asked.
5. The proverb says, "Where there's a will, there's a way."

LESSON 120.—A Picnic Party.

Tell and write about "Jennie Frye's Picnic Party."

You will say where it was, — who were invited, — their preparations, — how they went, — all about the place, — what they did, — the loss of Tom's hat, — the luncheon, — the return.

LESSON 121.—A Composition: Windows.

Write what you know about "Windows," after examining those in your schoolroom and talking about them.

1. How many of them are there? 2. What are they for? 3. Why are they opened? 4. What part is raised or lowered? 5. In what do the sashes move? 6. What keeps the window open? 7. How many panes of glass are in each sash? 8. How are they fastened in? 9. What are the mullions? 10. Why do we call glass transparent? 11. What is a glazier?

LESSON 122.—A Story to be Guessed.

Dozing, and dozing, and dozing!
Pleasant enough,
Dreaming of sweet cream and mouse-meat —
Delicate stuff!

Waked by a somerset, whirling
From cushion to floor;
Waked to a wild rush for safety
From window to door.

— Lucy Larcom.

I. *Copy these two stanzas.* Decide what they are about; who wanted the chair; and who came bounding in with his mouth open and with dreadfully fierce eyes.

II. *Put the whole into a story, and make up an ending by telling what finally happened.*

LESSON 123.—Dictation.

"Come again," said he, "when you can stay longer."

"Mother," little Clara asked, "are the stars angels' eyes?"

"No, my darling," answered her mother, "they are great suns like ours."

"All that glitters is not gold," should read, "Not all is gold that glitters."

LESSON 124.—Synonyms.

sharp	speed	fault	busy	admits	manners
stops	polite	pain	skill	advice	beating

I. *In the first column below, use words from the list in place of those that are italicized. In the second column, change both words.*

velocity of the wind	courteous behavior
follows good *counsel*	acute suffering
industrious as a bee	acknowledges the defect
a beaver's *ingenuity*	ceases to throb
a *pointed* stick	confesses his error

II. *Write sentences containing these expressions. Explain orally the meaning of the words that you changed.*

LESSON 125.—Nine Plurals without *s*.

Nine common names make their plurals *without* *s*. They are,—

man . . . men	ox . . . . oxen	tooth . . . teeth
woman . . women	goose . . . geese	mouse . . . mice
child . . children	foot . . . . feet	louse . . . lice

Make sentences, using two of the preceding words in each sentence.

Most names ending in *o* are made plural by adding *s*; some common ones, however, add *es* to form the plural.

Learn to spell the following plurals. Then use each in a sentence.

cargoes	mottoes	volcanoes
calicoes	negroes	grottos
echoes	potatoes	pianos
heroes	tomatoes	solos
mosquitoes	torpedoes	zeros

LESSON 126. — Possessives.

1. How do most plurals end? 2. How do most plurals make the possessive? 3. What are the nine names that form their plural without *s*. 4. Give their plurals.

The "nine plurals without *s*" are made to show possession by adding *'s*, just as in the singular.

Which of these objects are spoken of as having more than one owner? —

a man's boot	children's hands
men's hats	an ox's yoke
a woman's shoes	oxen's horns
women's gloves	a goose's foot
a child's hands	the mouse's nest

Remember that —

In making names possessive we add only the apostrophe to plural names ending in s; but to all other names we add 's.

I. *About each of these words ask yourself, first,* ***"Is it plural?"*** *second,* ***"Does it end in s?"*** *and then write its possessive.*

girls	Charles	banjos
women	ladies	children
wife	oxen	Mr. Foss
monkeys	foxes	thieves
altos	milkmen	buffaloes

II. *In one column write the singular of these words, and in another write their plural; then change all the words in both columns into possessives:* —

gentleman; lady; boys; girls; women; child; fairy; negro; calf; hero; church; donkey; lily; Germans; enemy; Englishman; sheep; ostrich.

LESSON 127.—About a Picture.

I. In a conversation about parrots, learn what their habits are, where they are native, and what power they have of imitating speech. Tell about some particular parrot if you can.

II. *Make up a story of "Poll's Morning Call," as you imagine it from the picture.*

First describe Poll: her early home, who brought her, who owned her, how and where she was kept, what she liked to eat, how much freedom she had. Then narrate the morning call, giving the conversation between Poll and little Peter.

III. *When you write the story, be careful to use quotation-marks without a mistake.*

LESSON 128.—House-Building.

Observe the houses that you pass on your way to school; ask and talk about all that is used in building them; then write upon the subject. Make short sentences.

[*Turn the leaf for questions.*]

1. What are houses? 2. Of what three materials are they chiefly made? 3. Of what kinds of wood? 4. Where does it come from? 5. Of what kinds of stone? 6. Where are the quarries? 7. Of what are bricks made? 8. How are they fastened together? 9. Of what is mortar made? 10. With what are roofs covered? 11. Why are houses painted? 12. What metals are used in building, and for what purposes?

LESSON 129.—About Shoes.

After a conversation lesson write, without the book, the best that you can about "Shoes."

1. Do all tribes and peoples wear shoes? 2. What strange kinds have you ever seen? 3. Of what were they made? 4. Of what are our shoes made? 5. Name several parts of a shoe. 6. How are they fastened together? 7. Name several different kinds of shoes. 8. What are overshoes? 9. Of what are they made? 10. Where does this substance come from? 11. What animals wear shoes? Why? 12. How many shoes does a horse wear? An ox? 13. Why does one need more shoes than the other?

LESSON 130.—"Not" and "No."

No means *not any*.
Nothing means *not any*thing.
Nobody means *not any*body.
No one or *none* means *not any* one.

When we use *not* in a sentence, we must use no other word that has *not any* in its meaning. Say —

Do *not* make *any* mistakes, or Make *no* mistakes.

Never say "*Don't* make *no* mistakes," for that means "Do *not* make *not any* mistakes."

Do not use "no" after "not" in the same expression.

I. *From the following words fill each blank so that both sentences shall have the same meaning. Thus:—*

"I have *no* money" means "I have *not any* money."

nothing	nobody	no one	no	not
anything	anybody	any one	not any	none

1. I don't want —— work, *or* I want —— work.
2. I have seen —— one, *or* I haven't seen ——.
3. He isn't doing ——, *or* He is doing ——.
4. He knows ——, *or* He does not know ——.
5. He never said ——, *or* He always said ——.
6. He has —— pain, *or* He hasn't —— pain.
7. I've called —— body, *or* I haven't called ——.
8. We have lost ——, *or* We have —— lost —— thing
9. I haven't ——, *or* I have ——.
10. Haven't you —— thing? *or* Have you ——?

II. *Read aloud the first column of sentences; then the second.*

LESSON 131.—A Building Described.

***Write** a full description of your schoolhouse. Follow this order:—*

Where it is; what its surroundings are; size of grounds; when built; of what materials; the size; height; kind of roof; entrances; number of rooms and halls; kind of wood used to finish with; how heated, ventilated, ornamented.

LESSON 132. — Two Letters.

I. *Write to your uncle a letter about going to school.*

Say where you attend; what class you are in; who your teacher is; how far you have to walk; in just what directions you go; what streets you take; what streets you cross; what public buildings you pass; whether you always return by the same way.

II. Suppose that a letter from your aunt tells you that the "St. Nicholas" is to be sent to you for a year, as a birthday present. *Write to her what you would wish to say because of the gift, and what you expect from having the magazine to read.*

LESSON 133. — Study of Trees.

[Compare Lesson 142.]

I. *Read this lesson through; then, during two or three days, look sharply at such trees as you see, learn what you can about them, and be prepared to answer these questions: —*

1. What is a forest? 2. What is a grove? 3. What kinds of shade-trees grow in your town? 4. Which are brightest in autumn?

5. Name one that has a tall, straight stem. 6. Where do the branches commonly begin? 7. Mention a kind whose main trunk stops short, and divides into branches. 8. What differences have you noticed in the barks of common trees? 9. What must a plant have, to be called a tree? 10. How old a tree have you seen?

II. *Compare the trees in the opposite cut as to trunks, leaves, and branching. Do they resemble any trees that you know?*

LESSON 134. — Practice in Story-Telling.

THE PATIENCE FLOWER.

Annie and May were walking to the town. It lay four miles from their village. Each carried a basket of fruit which she hoped to sell. Annie looked unhappy. She sighed, and even grumbled. May talked brightly, and laughed, and looked merry. Annie said: "How can you laugh? — such heavy baskets, and you no stronger than I." "O," said May, "I slipped into my basket a tiny plant that makes it feel very light." "That must be precious. What is it?" Annie asked; "and where can I get some?" "If you please, it's the Patience flower," May answered; "it grows wherever you let it."

LESSON 135. — Practice in using Possessives.

I. *What is the work or business of each of the following persons. Use the possessive form.*

boatman	physician	salesmen	merchant
minister	expressmen	carpenter	laundryman
postman	miner	iceman	conductor

II. *Use the possessive, then the simple plural form, in giving the native land of different persons, as follows: —*

The Dutchman's native land is Holland. Dutchmen live in Holland.

Greek	Dane	Irishman	Scotchman
Welshman	Spaniard	Italian	Portuguese

LESSON 136. — Synonyms.

generous	courage	wastes	copies	huge	way
fearless	grasping	cost	counts	forces	rock

I. *Change each of these phrases by using a word from the list, but keep the meaning about the same: —*

follow our *models*	a benevolent man
take a new *route*	clutching the rope
compels him to go	estimates the expense
squanders money	without fear
reward his *valor*	immense boulder

II. *Put these expressions into written sentences. Use synonyms if you like.*

LESSON 137. — Verses to Remember.

Learn this selection, and then write it from memory.

Little by little the time goes by —
Short if you sing through it, long if you sigh.
Little by little, — an hour, a day,
Gone with the years that have vanished away;
Little by little the race is run,
Trouble and waiting and toil are done.

LESSON 138. — About Water.

First have a talk about water, — think of the places where it is found, and of the many uses that it has. Then write about it.

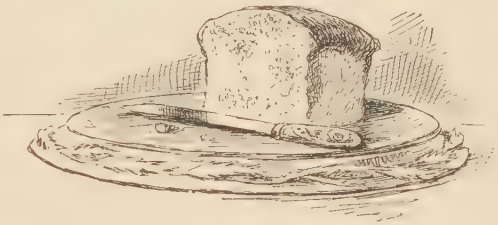
1. Where does the water in a well come from? 2. Why do not wells fill up with water? 3. In what ways is water got from them? 4. Where else may we get water? 5. Where does the water that

you drink come from? 6. How is it brought to your house? 7. Why does water rush from a faucet?

8. How is rain water caught so that we may use it? 9. What are reservoirs for? 10. Where do clouds get their water? 11. How many uses for water can you name? 12. How many for ice and for steam?

LESSON 139.—A Loaf of Bread.

I. *In a conversation with your teacher and your classmates, try to tell what happens to the wheat from the time when it is planted until the loaf is put upon the table.*



II. *Afterwards you may write about "A Loaf of Bread."* Make short sentences. Here is the order: —

Spring; farmer; plough; harrow; sowing; sun; rain; ripening; harvest; reaper; sheaves; threshing; mill; miller; grinding; flour; barrel; cars; merchant; the money; the cook; milk; water; salt; yeast; kneading; raising; oven.

LESSON 140.—To describe an Umbrella.

Your teacher may show an umbrella to you, and you will describe in this order its parts and its uses: —

Parts: stick, ribs and braces, covering, springs.

Stick: use, material, length, handle, thimble, or ferrule and tip.

Ribs and *braces:* use, number, material, how fastened together.

Covering: use, material, color, how fastened on.

Springs: use, number, shape, structure, material.

Uses: sun, rain, snow.

LESSON 141.—"It is I," etc.

I. *Study and repeat these sentences until they seem more familiar than the wrong forms are:—*

PRESENT.

Is it I?	It's I.	It is not I.	It's not I.
Isn't it she?	It is she.	It's not she.	It is not she.
Is it not he?	'Tis he.	'Tis not he.	It's not he.
Is it they?	It's they.	It's not they.	'Tisn't they.
Isn't it we?	It's we.	'Tis not we.	It isn't we.

PAST.

Was it not I?	'Twas I.	It wasn't I.	'Twas not I.
Was it she?	It was she.	'Twasn't she.	It wasn't she.
Wasn't it he?	'Twas he.	It was not he.	'Twasn't he.
Was it not they?	It was they.	'Twas not they.	It wasn't they.
Was it we?	'Twas we.	It was not we.	'Twasn't we.

II. *Fill the blanks with* ***I, he, she, we,*** *or* ***they:—***

1. Who is that at the door? It's ——.
2. Is that your sister Emily? 'Tis not ——.
3. *Was* it your brother that fell? Yes; it was ——.
4. Was it you or Edward? It was neither —— nor ——.
5. Was it not the Rays that called? No; it wasn't ——.
6. Is it you two that are going? No; it is not ——.
7. Wasn't it —— that sold the farm? 'Twas ——.
8. Was it —— or —— that was invited? 'Twasn't ——.
9. Is it —— or —— that he means? It isn't ——.
10. What would you do if you were ——?
11. Some one may do it, but it won't be ——.

III. *For any one who cares to speak correctly, which do you think is the better motto, "Practice makes perfect," or, "Trifles make perfection"?*

LESSON 142. — A Study of Trees.

1. Name the parts of a tree, beginning with the lowest. 2. Which parts are most useful to man? 3. What part becomes India rubber? or maple sugar? or spruce gum? 4. What part is used for tanning leather? What is cork? 5. Name some trees that are valued for their fruit. For the color and hardness or the beautiful grain of their wood. 6. From which do we get lumber for building? Which are most used for fuel?

7. Tell what climb and fly and creep into trees. What jump from limb to limb? 8. How do woodpeckers get their living? 9. Do you know what sound the tree-toad makes?

10. What is Arbor day? Why need we plant trees and care for them?

Write a composition about trees, making several paragraphs.

LESSON 143. — Homonyms.

1. What do we call words that have nearly the same meaning? 2. Mention two synonyms. 3. Are *know* and *no* alike in meaning? 4. Are they alike in sound?

Words that sound exactly alike are *homonyms*.

I. *Of the following words, first use each one in a statement, a command, or a question; then find a* **homonym** *for it, and put that into a sentence to show the different meaning:* —

fair	blew	sealing	flower
peal	dyeing	knew	bare
strait	rain	waist	heard
slay	lain	gait	made
way	stairs	yolk	peace

II. *Find* **synonyms** *for ten of the preceding words.*

LESSON 144.—A Picture to Study.

I. *Make a list of all that you see in the picture. Then divide the picture into three parts, and describe each one carefully.*

II. *Make up a story of "Helen and Karl's Afternoon in the Garden," and write it out.*

LESSON 145.—"Doesn't" or "Don't."

I. *Study these contractions and repeat them until they become so familiar that anything different will sound wrong:—*

He does not . .	He doesn't.	Does he not? .	Doesn't he?
She does not . .	She doesn't.	Does she not? .	Doesn't she?
It does not . .	It doesn't.	Does it not? . .	Doesn't it?
One does not . .	One doesn't.	Does one not? .	Doesn't one?
I do not . . .	I don't.	Do I not? . . .	Don't I?
You do not . .	You don't.	Do you not? . .	Don't you?
We do not . . .	We don't.	Do we not? . .	Don't we?
They do not . .	They don't.	Do they not? . .	Don't they?

II. *Put* ***do not sing,*** *or* ***does not sing,*** *after each of these words, and repeat the sentences rapidly:—*

he we they she one two you it

In the same way use the contracted forms ***don't sing,*** *or* ***doesn't sing.***

III. *Use* ***do not,*** *or* ***does not,*** *in asking questions about these things. Then use instead the contractions* ***don't*** *or* ***doesn't.***

birds	coal	rice	a week	pines
a bee	wood	tea	April	fire

IV. *Try to tell when we are to use* ***don't*** *and when* ***doesn't.***

LESSON 146. — Poetry turned to Prose.

COASTING.

A hill; a sled all painted red, —
The name in yellow;
A boy in cap, mittens, and wrap —
A happy fellow!

The track like ice — that's very nice;
A scrape and rumble;
A little swerve; a tricky curve —
And such a tumble!

A whirl; a stop; the sled on top;
Snow all this hiding;
A merry laugh, — yet this is not half
The fun of sliding!

— W. E. MATHER.

I. *Take the ideas that you get from the stanzas and put them into complete sentences, following this order: —*

1. The boy. 2. The sled. 3. The coast. 4. The start. 5. The accident. 6. The result.

II. *The story may afterwards be written out.*

LESSON 147. — About Animals.

I. *Answer the following questions orally in complete sentences: —*

1. Do both plants and animals have life? 2. Have they feeling? 3. Can they move from place to place? 4. Do any animals live in the ground? 5. Try to explain the difference between a plant and an animal.

6. Tell four ways in which animals move about. 7. Which is the slowest way, and which the quickest? 8. Mention an animal that goes in the first of these ways; in the second; in the third; in

the fourth. 9. Name an animal that has two ways of moving, and tell what they are. 10. Have any animals three ways?

11. Name an animal that lives only on land. 12. Name one that lives only in water. 13. One that lives both on land and in water. 14. Do all animals have blood? 15. Do they all breathe air?

II. *Write answers to the questions as if you were talking about animals.*

LESSON 148.—"Did" or "Done."

Edward *has done* well to-day.
I *did* better yesterday.
The boys *have done* their work quickly.
Who *did* the example first?
Have you *done* your tasks faithfully?
He *had done* the errand already.

1. *Did* and *done* are forms of *do*. 2. Which of them is used with *has?* 3. Which is used with *have?* 4. Which with *had?* 5. Which would you use with *was* or *will be* or *may be?*

Done is used after *have*, *has*, or *had*.
Did must never be used after *have*, *has*, or *had*.

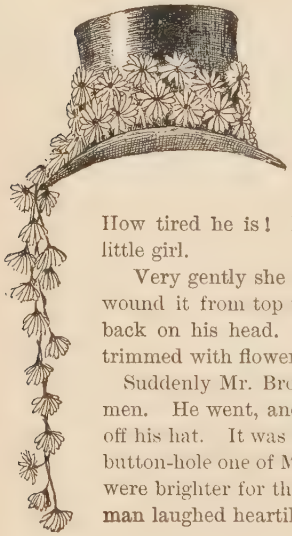
Fill the blanks with **did** *or* **done**, *as you think right:*—

1. Who did it? The blacksmith —— it.
2. He has —— it just right.
3. Have they —— the printing yet?
4. Yes, they —— it last Tuesday.
5. Who —— your work? My friend —— it.
6. Who has —— wrong? They —— done wrong.
7. Who —— the hardest part? He —— it very well.
8. Have you —— what I asked?
9. I saw him when he —— it. He has —— it well.

LESSON 149. — Story-Telling.

Tell the story of the daisy chain, after hearing it read. Then write it out.

THE DAISY CHAIN.



Margaret had left six dolls on the piazza sick with measles, and had spent the summer morning picking daisies and twining them into a long chain. Tired at last of the pretty play, she took the chain in her apron, and went back to look after her dolls. There she saw her father, Mr. Brown, sitting in a low piazza-chair, with his hat on, and fast asleep. "Poor, dear papa! How tired he is! I will make him my May Queen," said the busy little girl.

Very gently she took his tall, shiny, silk hat into her tiny hands, wound it from top to brim with her daisy chain, and as gently put it back on his head. She wondered why he did not always have it trimmed with flowers, for it looked much prettier so.

Suddenly Mr. Brown awoke, and it was time to meet some business men. He went, and entered the room in view of all. Then he took off his hat. It was a pleasant meeting, and each man wore away in his button-hole one of Margaret's daisies. All the hot afternoon, dull offices were brighter for the presence of the cheery flower, and many a weary man laughed heartily at the prank of this little girl.

LESSON 150. — The Two Parts of a Sentence.

FIRST: THE SUBJECT.

Supply words to show *what* it is that the other words *say something about*: —

—— blows.	—— float in the sky.
—— growl.	—— rises in the east.
—— crow.	—— are brought from Florida.

Every sentence has two parts. One part shows *what the rest says something about.* This part is the *Subject.*

When we say "*Water freezes,*" the word *water* shows what it is about which we say *freezes.*

I. *Read the words that show* ***what we speak about*** *in these sentences:* —

The rain falls.	Butter is made of cream.
The lightning flashes.	Turtles lay eggs in the sand.
The thunder rolls.	Some fishes have no eyes.

Copy the sentences, drawing a vertical line after the subject.

II. *Make sentences, using these words as subjects:* —

watches	frogs	the Indians
vases	oxen	our house
clouds	mittens	some boys
cold weather	bits of paper	pens and ink

The subject is the part that shows what the rest of the sentence says something about.*

SECOND: THE PREDICATE.

Supply one or more words to show *what is said* about each of these subjects: —

Dogs ——.	The sun ——.	Charles ——.
Birds ——.	Grace ——.	The train ——.
Fishes ——.	Ice ——.	The owl ——.

Besides the subject, every sentence has another part that shows *what is said about something.* This part is the *Predicate.*

When we say, "*The stars twinkle,*" *twinkle* shows what is said of *the stars.*

---

* *To the Teacher.* — Be sure that the learner discriminates between the *subject* and the *thing* represented by it; between *words* and *what they stand for.*

III. *In each of these sentences, what do we speak about? What is said about it?*

A triangle has three sides.
A soap-bubble is a sphere.
The peacock came from Asia.
The bear slept all winter.
A cat has eighteen claws.
The oak tree bears acorns.

IV. *Supply subjects for these predicates:* —

—— drinks at the trough.
—— swim in the sea.
—— grow in the ponds.
—— brings the letters.
—— carries the news.
—— sharpens the knife.

The predicate is the part of a sentence that shows what is said about something.

LESSON 151. — Stems, Trunks, and Wood.

I. 1. What is meant by the stem of a plant? What plants have stems that are of wood? 2. What are shrubs and bushes? 3. What kind of stem do herbs have? 4. What kind of stem lives through the winter? 5. Explain how oaks and grasses behave in a gale of wind.

6. What is the covering of tree trunks? 7. Of what use is it to a tree? Where does the sap flow up? 8. What is the meaning of the rings in the wood? 9. How old a tree is shown in the cut? 10. Can you see any year-marks in the wood of your desk, or in the floor? 11. Mention some of the uses of wood. 12. What is the color of pine wood? Of ebony? Of mahogany?

II. Collect specimens of different woods, and compare the grain, color, fineness, etc.

III. *In a composition about "Wood," give its origin, kinds, and uses.*

LESSON 152.—A Description.

JAMIE, THE GENTLEMAN.

There's a dear little ten-year-old down the street,
With eyes so merry and smile so sweet
I love to stay him whenever we meet;
And I call him Jamie, the gentleman.

His home is of poverty, gloomy and bare;
His mother is old with want and care, —
There's little to eat and little to wear
In the home of Jamie, the gentleman.

He never complains though his clothes be old, —
No dismal whinings at hunger or cold;
For a cheerful heart, which is better than gold,
Has brave little Jamie, the gentleman.

His standing at school is always ten,
For — "Diligent boys make wise, great men,
And I'm bound to be famous some day; and then" —
Proudly says Jamie, the gentleman, —

"My mother shall rest her on cushions of down,
The finest lady in all the town,
And wear a velvet and satin gown." —
Thus dreams Jamie, the gentleman.

"Trust ever in God," and "Be brave and true," —
Jamie has chosen these precepts two;
Glorious mottoes for me and for you.
May God bless Jamie, the gentleman!

—Mabel C. Dowd.

Study the description of "Jamie, the Gentleman"; then tell and write about him in your own language. Describe —

1. His personal appearance.
2. His home.
3. His disposition.
4. His character at school.
5. His love for his mother.
6. His mottoes.

LESSON 153. — The Coverings of Animals.

Answer the following questions in a conversation lesson, and afterwards write about "The Coverings of Animals."

1. What is the covering of oysters and of snails? 2. Of what use is it to them? 3. Mention several other animals with different kinds of coverings. 4. Why do animals need more than a skin? 5. What coverings of animals are useful to man?

6. What is made from the hides of oxen? How is it used? 7. What is done with the hair? 8. How are the manes and tails of horses used? 9. What do we get from seals and beavers? from birds? from tortoises? 10. How is the product used? 11. Mention other fur-bearing animals. 12. What are bristles, down, parchment, kid?

LESSON 154. — "See, Saw, Seen."

I *see* it now.	He *sees* us now.
I *saw* it yesterday.	He *saw* us last week.
I *have seen* it often.	He *has seen* us before.

See, sees, saw, and *seen* are forms of *see.*
Which forms refer to what is done *now?*
Which refers to what was done in the *past?*
Which is the form used with *have, has, was,* etc.?

Supply ***see, saw,*** *or* ***seen:*** —

1. Yesterday we —— the sun set.
2. Have you ever —— anything more beautiful?
3. We —— Mt. Washington last summer.
4. The owl —— in the night.
5. Have you —— an eclipse?
6. Yes; I —— one last year.
7. Had you never —— one before?
8. I —— him when he did it.

LESSON 155. — Names or Nouns.

The sun ripens the grain.
The leaves cover the trees.
The branches bend with fruit.
Do flowers grow by the roadside?

1. What words in these sentences are used as names? 2. Which of them mean more than one? 3. Give the names of four things to be seen in the sky. 4. Of five things that may be bought at a store. 5. Of four wild animals. 6. Of four animals that fly. 7. Of four parts of a leaf.

I. *Ten of the following words way be used as names. Which are they?*

true; watch; beautiful; tack; think; steamer; steam; straight; paint; bank; crocus; miller; tired; angry; anger; strong; strength.

All words used as names are called Nouns.

II. *Make a list of all the nouns used in Lesson 80.*

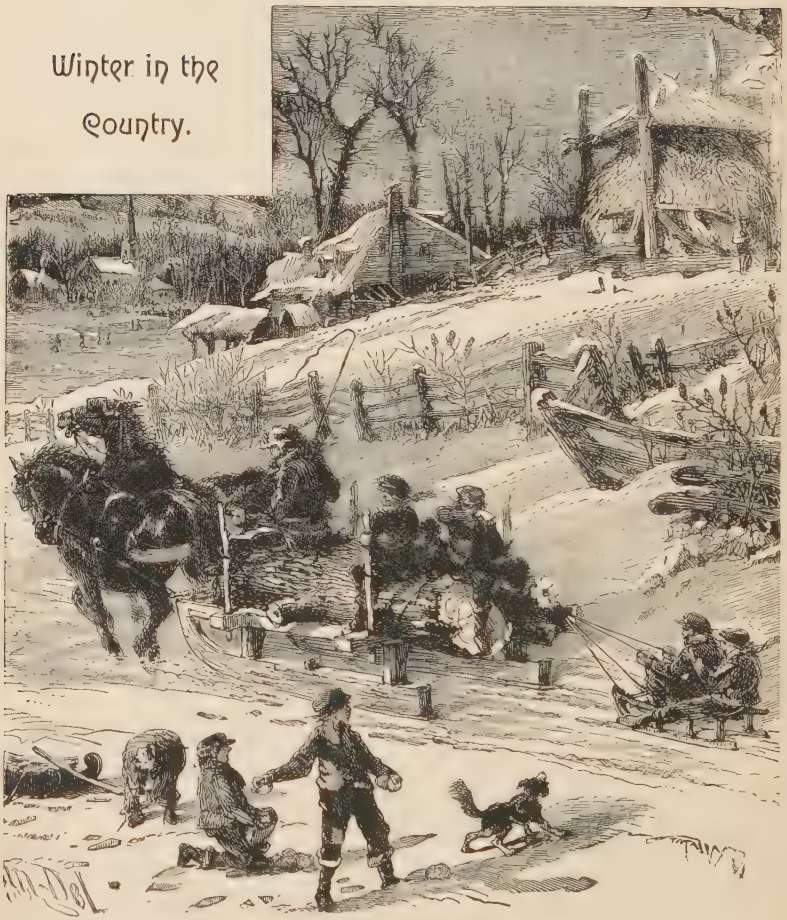
III. *Write twenty plural names or nouns, each beginning with a different letter. Use each one in a sentence.*

LESSON 156. — Synonyms.

Select from the following words those that are synonyms, and write them by twos. Find homonyms for five of them.

uproar	sight	throng	crafty
appear	gale	grieve	fury
mourn	total	rage	squander
high	crowd	tempest	lofty
scene	waste	cunning	whole
shrieks	clamor	seem	screams

LESSON 157.— Thoughts from a Picture.



I.

Select what you think are the three most important parts of this picture, and give a full description of each one orally.

II.

1. How many persons can you find in the picture? 2. Of what use are the fences? 3. Of what are they made? 4. Find a hay-shed, a cattle-shed, a church, and a bridge, and explain the use of each. 5. How are the logs fastened to the sledge? 6. Do you think the big log is to be sawn into boards or chopping-blocks, or split for firewood? 7. Among the shrubs can you find the stag-horn sumac? 8. Does anything about the pond show whether the snow has just fallen?

Now give a description in writing of some part of the winter scene.

III.

Say what changes there would be if the picture were taken in summer. Do not forget the snowballs and the church-roof, nor the clothing of the boys and of the trees, nor what would be making visits to the flowers.

IV.

Contrast the sports of winter with those of summer, putting them in two lists. Tell which you prefer, and why.

LESSON 158.—A Stanza to Learn.

Where does the snow go,
  So white on the ground?
Under May's azure
  No flake can be found.
Look into the lily
  Some sweet summer hour;
There blooms the snow
  In the heart of the flower.

—Lucy Larcom.

LESSON 159.—A Letter to Write.

For Boys. — Write such a letter as you might send to a friend who had asked you to go fishing with him next Saturday. If you do not need to thank him for asking you, say whether you think it was a good plan to make. Say where and when you will meet him, or that you must play with your club in a match game of ball. If you think that the fish ought to be left in the pond, because nobody wants them to eat, say *that;* but write pleasantly.

For Girls. — Imagine a tea-party that you might have had in the garden last Saturday. Write to one who was expected, but who was too ill to come, and tell her all about it, — the company, the table, how it was set, the seats, the talk, and, if you like, the sudden shower.

LESSON 160.—Forms for Past and Present.

There! The whistle *blows.*
The whistle *blew* last night.
The whistle *has blown* every day this week.

1. Which word tells what the whistle does *now?* 2. Which tells what it did yesterday? 3. What form is used with *has?*

Present forms tell what happens *now.*
Past forms tell what happened in the *past.*

Present Form.	*Past* Form.	Form with *have, has, is, am, are, was, were, be, been.*
blow	blew	blown
draw	drew	drawn
fly	flew	flown
know	knew	known
throw	threw	thrown

I. 1. Give the past form of the words in the first column. 2. Give the form used with *have.* 3. Is it right to use *has* with the

words in the second column? 4. Use *has* with the words in the third column. 5. Use *have; was; are; will be.*

II. *Supply the proper form in each sentence:* —

Blow. — Last night the wind —— down a large tree.
Draw. — Those horses have never —— a heavy load.
Fly. — Not long ago a pigeon —— six hundred miles.
Know. — Columbus never —— that he had seen a new continent.
Throw. — A rope was —— to the man in the water.
Throw. — It was a sailor who —— it to him.
Blow. — All the dust is —— away.
Fly. — The wild geese have —— to the south.
Draw. — Yesterday we —— an ivy-leaf.
Know. — We never have —— as many as you.

LESSON 161. — "My School Desk."

After talking about your desk, write a well-arranged description of it. Follow this order: —

Parts. — Standards, box, finished top.

Standards. — Material; shape, and reason for it; why painted; how fastened above and below.

Box. — Kind of wood; how coated; length, width, depth; number of pieces; their names; how fastened together.

Top. — Why level or sloping; ink-well; groove; rail.

Uses. — Outside; inside.

LESSON 162. — Words to be Defined.

After talking about what are mentioned below, write sentences to tell what each is: —

a cripple	a nurse	a prison
a hospital	a patient	a warden
a surgeon	an asylum	a work-house

LESSON 163. — Thoughts about a Picture.

I. *Tell exactly what you see in this picture.*

II. *After a conversation-lesson, write about "Life among the Esquimaux."* You must know about their country; climate; nights and days; the looks of the people; dwellings; furniture; clothing; food; and how they get what they have.

III. *Compare the girl and the boy in the picture.* Think how they speak, where they have lived, and how they have learned what they know.

LESSON 164. — About Climate.

1. Where does the sun shine directly down upon the earth? 2. Which parts of the earth have the coldest climates? 3. Which have the hottest? 4. What makes the difference? 5. On leaving

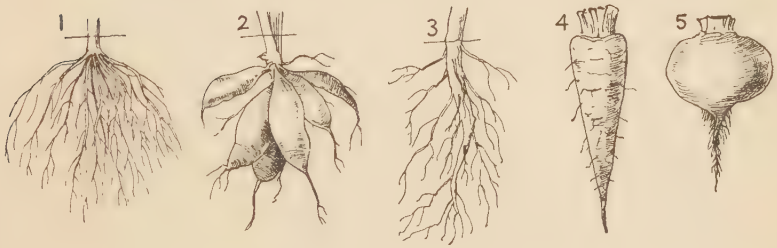
the warm earth to climb a high mountain, does the air grow hotter or colder? 6. Does the ground freeze in winter all over the earth? 7. How far down do you think the frost goes in winter? 8. Will trees grow where the ground never thaws? 9. Do you know what lichens are? Or where they grow? 10. Why do not plants grow in places called deserts? 11. Where should you go to find a moist climate?

> *"Climate lasts all the time; weather only a few days."*
> —*A Little Girl.*

I. *Write what you have learned about "Climate." Mention something else that you have observed, or would like to know, about climate.*

II. *Describe the climate in which you live. Explain how it is different from several others that you have heard of.*

LESSON 165.—A Talk about Roots.



1. Where do plants get their food? 2. What serves as a mouth to take it up? 3. What dissolves the dry food of the ground? 4. When in the year does the sap of trees flow? 5. What use does the tree make of it? 6. Of what use are roots in a storm? 7. Find a tap-root in the picture. 8. Mention some roots that are used for food.

9. Mention a tree whose stem and roots and leaves live through the winter. 10. One whose stem and roots alone live. 11. What plants live as bulbs? 12. In beets or parsnips, what part lives?

13. Name some plants that live through the winter only in the seed. 14. If a plant lives only in its roots, will they be thread-like, or fleshy ones? 15. Explain from the picture which roots are conical, fibrous, turnip-shaped, fleshy.

LESSON 166.—Proper Nouns.

1. Which of these names apply to you?

boy	pupil	daughter	animal	niece
girl	son	child	nephew	singer

2. Might they describe any one besides you? 3. How many others? 4. What is your *own* name; that is, what name was meant for you and no one else? 5. Which of the following names belong to one person only?

man	officer	patriot
soldier	citizen	William T. Sherman

6. Which of them would be used of many other persons? 7. Mention a name that is the property of only one man. 8. Of one woman. 9. Of one city only. 10. Of one country. 11. Of one island. 12. Of one nation.

13. Mention a name that may refer to each one of more than ten thousand animals. 14. To each one of a million persons. 15. To each one of a thousand streams of water. 16. To all bodies of land surrounded by water. 17. Which of the following nouns belong to just one person, place, or thing?

river	Amazon	president	Abraham Lincoln
city	Brooklyn	country	France
town	Melrose	state	Maine
street	Broadway	ocean	Atlantic
mountain	Etna	book	"The Arabian Nights"

18. Which of them may apply to any one of the kind, or to all of the kind?

A special name that is meant for one individual only, is a *proper* name, or *Proper noun.*

A name that applies to any or all of a certain kind, is a *common* name, or *Common noun.*

Remember that —

Proper nouns should begin with capitals.

LESSON 167. — Letters to Write.

I.

Write a letter to interest a person who once lived in your town, but who has now been away for a year.

Call the name Edward or Mary Norman of Ithaca, N.Y. Mention changes in streets; buildings added; persons who have changed their residences, or who have come to live in town; what has changed in school; and say how you spend your time now differently from the way in which you used to spend it.

II.

Think of some friend who is almost a new one to you; the person's name; where the person lives; how you became acquainted; what you liked at first; what you have found about the person's likes or dislikes; and what is done to keep up friendship.

Write a letter to an old friend, — say Jane or Joe Stanton, of Cincinnati, Ohio, — telling about this new friend. Add the envelope address.

III.

Write a letter to whomever you choose, telling of any plans that you have made for summer or winter, or for every day.

Say what you like to do. Ask for a letter of the same kind in reply, telling you what is happening where your friend lives, and when there is to be a chance of meeting.

LESSON 168.—Birds and their Nests.

I. *Give a full description of the picture on the opposite page. Begin with what is most important, and finish with details.*

II. *After one or two talks about "Birds and their Nests," write what you think of them, and what you have learned about them.*

1. What wild birds do you know by their color, or by the marking of their feathers? 2. Do you know any of them by their song or cry? 3. Or by their manner of flying? 4. Do the two parent birds always look alike? 5. Do they sing the same song?

6. Where do birds pass the winter? 7. When do they build their nests? 8. Describe any nests that you have seen. 9. Where were they built? 10. What were they made of? 11. What protects nests from the rain? 12. What animals molest birds while nesting? 13. How do birds behave when the nest is in danger? 14. When they attack an enemy, what weapons do they use? 15. How do the nestlings get their food?

16. Why are birds more helpful than harmful to farmers? 17. What is there about birds that you like? 18. Can you think of any good reason for stealing their eggs?

LESSON 169.—A Story to be Told.

Read this story or hear it read; then reproduce it, and write it.

WAS HE A COWARD?

Charlie Bennet's schoolfellows called him a coward because he always refused to fight. One day, however, they changed their minds about him. They had been throwing stones at a helpless pony in a field, as if they thought it an amusement to do so. Charlie protested again and again, but as they refused to stop, he rushed at the biggest among them — the bully of the school — and knocked him squarely down. That stopped the stoning, because all were so much surprised. Then they had time to think coolly about the pony, and whether Charlie Bennet was right. They found that he was ready to defend any one from being treated unkindly — any one but himself.

LESSON 170.—Poetry to Learn.

THE RAIN-DROPS.

To the great brown house where the flowerets live,
Came the rain with its tap, tap, tap!—
And whispered: "Violet, Snowdrop, Rose,
Your pretty eyes you must now unclose
From your long, long wintry nap!"—
Said the rain with its tap, tap, tap!

From the doors they peeped with a timid grace,
Just to answer this tap, tap, tap!
Miss Snowdrop courtesied a sweet "Good day!"
Then all came nodding their heads so gay,
And they said: "We've had our nap.
Thank you, rain, for your tap, tap, tap!"

—George Cooper.

LESSON 171.—Words made from Proper Nouns.

Have you a Japanese screen?
It was a star of African diamonds.

1. How do proper nouns begin? 2. From what word is *Japanese* made? How? 3. What kind of noun is *Japan?* Why? 4. From what noun is *African* made? 5. Why do *Japanese* and *African* begin with capitals?

All words formed from proper nouns should begin with capitals.

Supply words made from proper nouns:—

1. The people of France speak the —— language.
2. —— carpets are made in Persia.
3. People born in America are ——.
4. Columbus sailed under the —— flag.
5. Ours is the —— language.

LESSON 172. — A Business Letter.

Copy the following letter, carefully observing the arrangement and punctuation of —

(1) The Heading, (2) The Address, (3) The Salutation, (4) The Body of the Letter, and (5) The Ending.

[HEADING]
276 Benton Ave,
Kansas City, Mo,
June 25, 1891.

[ADDRESS]
Messrs. D. Lothrop & Co,
364 Washington St,
Boston, Mass.

[SALUTATION] Gentlemen: — [BODY] I enclose in this letter a postal note for two dollars and fifty cents. Please send me the "Wide Awake" for one year.

I should like to begin with the April number.

[ENDING]
Respectfully yours,
Mary L. Hopkins.

LESSON 173.—Two Business Letters.

I.

Suppose that you wish to subscribe for "Harper's Young People." Following the model in the last lesson, write a suitable letter to Harper & Brothers, calling their place of business 327 Pearl St., New York. The price is two dollars a year.

II.

The writer of the letter in Lesson 172 changed her residence, in October, 1891, to Cleveland, Ohio, 946 Euclid Ave. She wishes the publishers of the magazine to send her copy to her new address. Write her letter, remembering that the old address must be mentioned, too.

LESSON 174.—A Story to be Reproduced.

Listen to the following story as it is read and told in different ways by your teacher, and reproduce it, first orally, then in writing.

Or, if your teacher thinks better, you may read it silently two or three times, and then tell and write it. Choose a title for the story.

A Newfoundland dog and a mastiff had a quarrel. They were fighting on a bridge, and suddenly, being almost blind with rage, over they went into the water.

The banks were so high that they were forced to swim a long distance before they came to a landing-place. This was easy for the Newfoundland dog: he was as much at home in the water as a seal. But not so with poor Bruce. He struggled and tried his best to swim, but made little headway.

Old Bravo, the Newfoundland, had reached the bank, and turned to look at his enemy. He saw that the other dog, whose strength was fast failing, was likely to drown. So what should he do but plunge in, seize the mastiff gently by the collar, and, keeping his nose above water, tow the poor fellow safely into port.

It was curious to see the dogs look at each other as soon as they had shaken their wet coats. Their glances said as plainly as words, "We'll never quarrel again."

LESSON 175.—Verbs—Words that Assert.

Winter goes.	The buds open.
Spring comes.	Flowers blossom.
The grass appears.	The robin sings.

1. What word tells what winter *does?* 2. What tells what the flowers do? 3. What does *comes* tell us? *open? appears? sings?*

I. *Supply words to tell what these things do:*—

Hens ——.	Cats ——.	Lambs ——.	Fire ——.
Doves ——.	Geese ——.	Plants ——.	Rivers ——.

II. *Tell who or what*—

—— build houses.	—— live in the sea.
—— preach sermons.	—— grow by the river.
—— water the earth.	—— comes in December.
—— rings the bell.	—— shines all the time.

A word used in a sentence *to tell what things do* is called a *verb.*

III. *Find the verbs at the beginning of Lessons 110 and 155.*

LESSON 176.—A Talk about Flowers.

1. What do you like about flowers, besides their shape and their sweetness? 2. Do you like them better in the fields or in bouquets? 3. Do you strip the leaves from their stems when you pick them?

4. Give the names of some wild flowers that you know; say where you would go to find them, and at what time of year. 5. How may it happen that, where there are a few wild flowers one year, there will be none the next year? 6. When, except at night, do you find flowers shut? 7. In tropical countries, when do flowers bloom? 8. Where do we get them in winter?

9. What good uses may be made of flowers? 10. How do birds and insects use them? 11. Of what use is the oil that flowers yield? 12. Do you know of any use for them when dried? 13. Where, besides in pictures, have you seen imitations of flowers?

I. *If you have kept a flower-garden, or had a plant that blossomed, give a little description of it.*

II. *Write what you think about "Flowers and their Uses."*

LESSON 177.—The Parts of a Flower.*

1. What do we call unopened flowers? Find two in the cut. 2. In Fig. 1, what three parts do you see? 3. What color does the calyx commonly have? 4. What does it protect? 5. What colors have you seen on the corolla?

6. In Fig. 2, how many petals has the corolla? 7. How many sepals make the calyx? 8. In what order are they arranged? 9. How do they differ in shape? 10. Is the corolla of a flower always in several parts? What is shown in Fig. 3?

11. Where do birds and bees find honey? 12. Describe what is just inside the corolla surrounding the centre of the flower in Fig. 4. 13. In this circle of stamens how many do you count? how many in Fig. 5? in Fig. 6?

14. Describe what the flower in Fig. 4 has for its centre. What is this part called? 15. What parts of a flower are shown in Figs. 5 and 6? 16. Where would you look in a cherry blossom for the part that will become the fruit? 17. Can you find that part — the ovary — in Fig. 6? in Fig. 4? in Fig. 5? 18. Describe what rises from the middle of the ovary and what it bears at the top. 19. In which figure do you see just where the seed is?

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* According to the previous training of the class, the simple analysis given on the next page may be divided between two, or among several lessons. It may be repeated from time to time with different flowers.

Take a simple flower in your hand, and with the help of your teacher and the illustration find the parts that are named below. Then write a description of the one that you have before you.

Pedicel, the flower stem.

Calyx, leaflets covering the bud, — each one a *Sepal.*

Corolla, inner leaflets of the flower, — each one a *Petal.*

Stamens, thread-like *Filaments* just inside the corolla, with *Anthers* at their tops, containing the powdery *Pollen.*

Pistil, the centre of the flower, with the *Stigma* at its top, supported by the *Style,* and at the base the *Ovary* in which the *Seed* will be formed.

LESSON 178. — A Selection to be Memorized.

First the blue and then the shower;
Bursting bud and shining flower;
Brooks set free with tinkling ring;
Birds too full of song to sing;
Crisp old leaves astir with pride,
Where the timid violets hide;
All things ready with a will, —
April's coming up the hill.

— Mary Mapes Dodge.

LESSON 179. — Adjectives: to describe What is Named.

Yellow roses.	A sad face.	Willing hands.
Bright skies.	Short stories.	A dark night.
Happy children.	Cross words.	Fragrant flowers.

1. What names or nouns are used here? 2. What kind of roses is mentioned? 3. What word describes the skies? the stories? the hands? 4. For what is *happy* used? *sad? dark? fragrant?*

I. *Think of words that will describe these things by showing what kind is meant:* —

—— bear.	—— spring.	—— lesson.	—— roads.
—— well.	—— ice.	—— friends.	—— lion.

II. *What may these words describe?* —

sour	old	lofty	noisy	fair
sweet	young	low	quiet	ugly

A word used to describe what is named is an *Adjective.*

When two adjectives that describe are used together, they must be separated by a comma. As, —

A long, hard lesson. A bright, cool day.

LESSON 180. — Verbs: to tell or assert Something.

Foxes —— cunning.	Bats —— not birds.
Bees —— industrious.	The house —— deserted.
Ants —— insects.	The ground —— tilled.
Honey —— sweet.	We —— refreshed.

1. What word describes foxes? bees? honey? 2. For what is *deserted* used? *tilled? refreshed?* 3. What is a statement? 4. Does the first expression *tell* anything about the foxes? 5. Is it a statement? 6. What word is omitted? 7. What word is needed in the second expression to *tell* or *say* something about bees? 8. Supply a word in each blank to *tell* what the things mentioned are.

9. Read the following expressions. Do they seem like sentences? Supply a word that will make sentences of them.

Cora her cloak.	A cube six sides.
He some curious stones.	I to school early.
Lizards reptiles.	Pines evergreens.
Beech trees smooth bark.	Snails very slowly.

Every sentence must have a word in it to tell, or say, or state what things *do* or *are*.

Words that *tell* or *assert* are *Verbs*.

I. *Select the verbs in these sentences:* —

1. I am a child.
2. Rice is a grain.
3. The tide rises fast.
4. The sun lights the moon.
5. The moon shines on us.
6. No one lives in the moon.
7. The sap flows in spring.
8. The ravine leads to a cave.
9. No rain falls there now.
10. Honor your parents.

II. *Find as many verbs as you can in Lesson 134.*

A word that tells or asserts something is a verb.

LESSON 181.—Camel Studies.

I. *Give a description of this camel.* Notice the size of the body, and of the legs, head, neck, and tail. Notice whether any part has a peculiar shape; and describe the feet, the hair, the eyes, and the expression.

II. *After reading the following questions, learn what you can about the habits of camels, so as to be ready for a talk in your class.*

1. Where and when have you seen a camel, or do you know the animal from pictures only? 2. Was it an African camel with one hump and short hair, or an Asiatic camel with two humps and long hair?

3. Mention other animals that chew the cud and have cloven hoofs. 4. What two kinds of teeth do such animals need — unlike the teeth of dogs and cats? 5. What are camels used for? 6. What use is made of their hair?

7. Most camels go only at a walk and no faster than a man. A few are taught to go three times as fast. Have you seen a picture of a camel kneeling for his rider and bearing his wooden saddle? 8. What protects his knees so that he easily rests all night upon them? 9. What kind of lips and tongue must he have, since he is fond of chewing thistles?

10. Which would sink deeper in sand — an ordinary hoof, or a small one like the camel's, with a broad, soft pad behind it? 11. His hump of fat is a supply when he is short of food. Suppose him to be crossing a desert of hot sand and barren rock, with sand winds blowing: explain the advantage of having cushioned feet, of being able to close the nostrils, of not perspiring, and of being able to carry an extra supply of water in a special stomach.

III. *Write about "Camels and their Habits," explaining in what ways they are adapted to their work.*

LESSON 182. — For Dictation.

I.

A man who received a dime for rescuing another from drowning, said, "Do you think you're worth so much, sir?"

II.

"Did you give your sister her choice of apples, as I told you to do?" asked Mrs. Davis of her son Roy.

"Yes, mother," said the selfish fellow, "I told her that she might have the little one or none."

LESSON 183. — Pronouns: Words used as Names for Everything.

"I can help you," said Mr. Gray to little Nell; "let me give you something for your garden." And when she thanked him, he said to himself, "I shall take up some roses and send them to her."

1. For whom does *I* stand? 2. Who is meant by *you?* 3. By *me?* 4. By *she?* 5. By *him?* 6. What is meant by *he?* by *himself?* by *them?* by *her?* 7. Is there any person for whom such names may not sometimes be used?

These words, *I, my, me, we, you, your, he, she, him, they, them,* etc., are often needed to take the place of ordinary *names*, as when we speak about ourselves, or when we mention the person to whom we are speaking. They are called *Pronouns*.

Point out the pronouns in Lesson 134, and say what words they take the place of.

A pronoun is a word used in place of an ordinary name.

LESSON 184. — Forms of Pronouns.

The pronouns *I, we, he, she, they* are used as subjects of verbs.

I. *Supply* **I, he, we, she,** or **they** *to make sentences:* —

1. —— and —— are going to the fair.
2. —— and —— were there last night.
3. There were present only —— and ——.
4. —— was absent, and so were ——.
5. —— were absent, and so was ——.

The pronouns *me, us, him, her, them, whom* are used as objects of verbs and of prepositions.

II. *Make sentences by filling the blanks with* **me, us, him, her, them,** or **whom:** —

1. Mr. Morse asked —— and —— to go.
2. Did you ask —— and —— to write?
3. He called ——, but not ——.
4. This is a secret between —— and ——.
5. The invitation is for —— and ——.
6. For —— is that bought?
7. —— did he call?
8. —— did you give it to?
9. With —— was he going?

LESSON 185.—"Sit" or "Set."

Sit, sits, sitting, and *sat* apply to one who *stays* or *rests* somewhere.

Set, sets, and *setting* are used of *putting* something else somewhere.

Do not use one of these words when the other expresses what you mean.

I. *Use a form of* **sit** *or* **set** *instead of the italics:*—

1. He *is seated* there.
2. The Turk *rests* so.
3. *Put* the cup down.
4. The glazier *put in* a pane.
5. The bird *keeps* still.
6. We *were seated* at once.
7. *Place* the chairs evenly.
8. Let us *be seated.*
9. This is a *resting-room.*
10. Birds hatch their eggs by *staying* on them.
11. *Put* baby on the table, and let him *stay* there.
12. Where have you *placed* it?
13. Have you *stayed* here?
14. Be *putting* it in order.

II. *Supply the right form of* **sit** *or* **set,** *and give your reason:*—

1. Where has he —— the box?
2. —— in this chair.
3. The dove is —— on the eggs.
4. He —— the can out daily.
5. Who is —— out plants?
6. A bird —— on the bough.
7. She is —— in the arbor.
8. Must I —— so?
9. Have you —— up all night?
10. Mollie —— by the window.
11. Toads do not —— on eggs.
12. He —— a long time silent.
13. I was —— up for you.
14. We might have —— here.

It is right to say *the sun sets* or *the sun is setting.*

LESSON 186.—Whales and Whale-Fishing.

I. *Find out as much as you can about "Whales and their Habits"; then write a composition on the subject. Or write about "Whale Fishing" and its dangers.*

[*Turn the leaf for questions.*]

II. *The following questions are for use in one or two class-room talks:* —

I. Which are the largest animals in the world — elephants or whales? 2. A whale as heavy as three hundred horses would weigh how many pounds? 3. If seventy-five feet long and fifteen feet broad, would your school-room be large enough to hold him? 4. What is the color of whales? 5. Are their eyes comparatively large or

small? 6. Have they warm or cold blood? What kind have fishes? Why are whales called mammals? 7. Have whales fins like fishes? How do they swim? 8. Can they breathe under water? 9. Is an animal a fish merely because he lives in water? What about seals and frogs?

10. What keeps whales warm in ice-cold water? 11. Of what other use is the thick, oily blubber of the skin? 12. How are they able to float? Which is lighter — oil or water? 13. If a diver went as deep as whales go, what would he need to resist the water-pressure?

14. What do whales feed upon? 15. What is the object of capturing them? 16. What is got from the head of the sperm whale, — the kind that has huge teeth? 17. What from the Greenland whale? How does he defend himself? 18. What has he in place of teeth? 19. What is the use of the close-fringed plates of whalebone standing on edge in his mouth? 20. Of what size are the fish that he eats? 21. How does he get the water out of his mouth? 22. For what are whale-oil and whalebone used? 23. What is baleen?

LESSON 187. — Domestic Animals.

First, have a talk in the class; then write about "Domestic Animals."

1. What are wild and what are domestic animals? 2. What does *quadruped* mean? 3. Mention three domestic quadrupeds that you know about. 4. How do they compare in size? 5. Say in what respects two or more of them are alike. 6. How are they unlike? 7. What kind of food does each one eat? 8. Which requires the most care? 9. How is each one useful to man? 10. Are any of them used for food? If so, what is the flesh of each one called?

LESSON 188. — Singular Pronouns for Singular Nouns.

1. Which of these pronouns are singular and which are plural? —

he they she their him them her his

2. In the sentence —

If any boy knows, let *him* raise *his* hand, —

what do *him* and *his* stand for? 3. Does "any *boy*" mean one or more than one?

A pronoun must be singular when it refers to a singular noun.

Supply suitable pronouns here, and tell what nouns they refer to:—

1. Every girl must use —— own book.
2. Let each boy do the best that —— can.
3. Cannot one bring —— money with ——?
4. If a man perseveres, —— commonly succeeds.
5. If anybody knows, —— must not tell.

LESSON 189.—"Lies" or "Lays."

Lie, lies, and *lying* apply to anything that *reclines* or *rests* or *remains.*

Lay, lays, and *laying* are used of *putting* or *placing* something else.

I. *Use a form of* ***lie*** *or* ***lay*** *for each italicized word in the first column. Explain why the forms are right that are used in the second column.*

1. Please *place* it on the shelf.
2. How close he *puts* the rails!
3. We shall *rest* in the boat.
4. She is *reclining* on the sofa.
5. More snow *rests* on the roof.
6. The mason is *placing* bricks.
7. Do not keep *laying* it down.
8. Let it *lie* there.
9. The rain *lays* the dust.
10. She *lies* down every day.
11. You must *lay* the child down.
12. We'll keep you *lying* here.

II. *Supply a form of* ***lie*** *or* ***lay,*** *and explain the meaning of the word that you choose:—*

1. The ship ——s in the bay.
2. Just where does it ——?
3. It is of no use —— here.
4. The men are —— shingles.
5. See, our ship is —— to.
6. The steamer ——s at anchor.
7. I shall —— here all night.
8. The dog was —— by his side.
9. Do —— still, Bruno!
10. You may —— the sticks here.
11. Notice where he ——s it down.
12. This tree ——s where it fell.
13. The sheep were —— on the turf.
14. Do you see how still he ——s?

LESSON 190. — Fruits and Seeds.*

1. Is the fruit of a plant the same as the seed? Give an example. 2. Name three fruits that have the seeds in a core. 3. Three that have the seeds in a stone. 4. What kinds of nuts can you name? 5. In which of them does the meat consist of two fleshy leaves? 6. Describe what covers the shells of nuts. 7. What fruits have a thick skin? 8. Name some plants that ripen their seeds within berries. 9. What covering has the fruit of the pea-vine when ripe? 10. Of what else is the fruit a pod? 11. Explain where the seeds of some other plants are formed.

12. What will the ovary of an apple or pear blossom finally become when ripe? 13. Where should you look upon an apple to find the withered remains of the flower? 14. How many cells are

* A few short talks about these subjects would be better than a single long one, though all the questions are grouped together. It will be easy to show on each occasion different seed-vessels or fruits. Those who are learning will like to watch the germinating of seeds planted in the school-room. Beans, peas, wheat, and convolvulus grow easily.

there containing seeds? 15. Where in a blackberry should you look for seeds? 16. Do you think, from looking at the cut, that the blackberry blossom had a single pistil and ovary, or a cluster of many? 17. Where are the seeds of a strawberry?

18. How long will seeds live? 19. What does the seed of a plant contain? 20. What happens to a seed when it is planted? 21. What comes up? What goes down?

Explain in writing what is shown in each figure in the illustration; or write a description of two or three fruits; or describe how plants grow from seeds.

LESSON 191.—Making Definitions.

After study of the dictionary, or a talk about the meaning of these words, give a definition of each.

tannery	dairy	laundry	pottery	store
bakery	brewery	factory	rope-walk	shop

LESSON 192.—"Lay" or "Laid."

Lay, the past form of *lies*, means *reclined*, *rested*, or *remained*.

Laid, the past form of *lays*, means *put*, or *placed*.

I. *In the first column change the italicized words to* ***lay*** *or* ***laid,*** *and in the second, explain why the form used is right:*—

1. I *put* it in my trunk.
2. He *reclined* all day asleep.
3. The ship ***remained*** at the wharf.
4. We *stayed* in port two days.
5. We *put* a dime in the box.
6. I *lay* awake all night.
7. The city *lay* along the river.
8. She *laid* the burden down.
9. The shawl *lay* on the floor.
10. A fog *lay* over the bay.

II. *Supply* ***lay*** *or* ***laid,*** *and explain the meaning of the words that you use :* —

1. It —— unnoticed for a week.
2. We —— it down at once.
3. The sunlight —— on the fields.
4. All the crops —— prostrate.
5. Soon I —— aside my work.
6. There it —— for months.
7. Could he see where the road ——?
8. Ask her where she —— the book.
9. They —— to during the gale.
10. Old Ocean —— before us.
11. That's what he —— before us.
12. The scissors —— on the table.

LESSON 193. — Adjectives: to show Which Ones, or How Many.

That mast is broken.
Those nests are empty.
Can you solve *this* riddle?
Carry *these* heavy bundles.
Six oaks have fallen.
Some small maples remain.
All roses have thorns.
Come *next* Sunday.

1. In these sentences there are four adjectives that *describe:* try to find them. 2. What does each one describe? 3. What word shows *which* mast is meant? 4. *How many* oaks have fallen? 5. *Which* heavy bundles are referred to? 6. *How many* roses are meant? 7. What is *this* used for? *some? next? all?*

Besides adjectives that describe, there are others that show only *which ones,* or *how many,* are meant.

Use these adjectives with nouns in sentences to show ***which ones,*** *or* ***how many,*** *are meant:* —

three every yonder both first several each

An adjective either describes what is named, or shows which ones, or how many, are meant.

LESSON 194. — A Story to Write.

Read this story silently three times, and then try to write it.

JAMIE AND THE JUG.

Jamie was so well acquainted with things that creep, or hop, or fly, that if he had ever been lost in the woods he would have found plenty of good company. He had whole drawers full of old nests and claws and bones and dried-up paws. His mother hardly dared to touch his pockets lest a crab should nip her fingers.

One day she sent him to a store, in the greatest haste, to have a jug filled and to bring it home. His uncle, too, was waiting to take Jamie in a boat to gather water-lilies. So, after a long, long time, it was decided to try to find the boy. Was he hurt, or lost, or was the jug too heavy? Hastening along, his uncle soon saw the jug in the middle of a field, — and then the boy lying flat upon the ground. Was it a broken leg, then? No; for Jamie looked up and said: "Oh, I say; here's a lovely beetle down in this hole!" The jug and the lilies were quite forgotten.

If it is a wise and thoughtful boy who likes to study birds and insects, and if it is a careless, thoughtless boy who neglects his errands and the comfort of those who love him, what kind of boy was Jamie?

LESSON 195. — "Has lain" or "Has laid."

Lain, a form of *lie*, is used only with *have*, *has*, or *had*. It means *reclined*, *rested*, or *remained*.

Laid, a form of *lays*, is used with *have*, *has*, or *had*, and with *is*, *are*, *was*, *were*, *been*. It means *put*, or *placed*.

I. *Substitute* ***lain*** *or* ***laid*** *where they are not used, and where they are used explain their meaning:* —

1. It has stayed long enough.
2. You might have put it by.
3. The money was laid away.
4. Had the books lain long?
5. We are laid up for repairs.
6. What can have lain in it?
7. It will be laid on the table.
8. Had you laid the gun down?

II. *Supply* ***lain*** *or* ***laid,*** *and explain your choice:* —

1. Has it —— idle long?
2. The hen has —— an egg.
3. A brick is —— in mortar.
4. No one had —— on the hay.
5. They've —— the body down.
6. It has been —— over again.
7. They have —— here ten years.
8. O, had she —— at anchor?

LESSON 196. — The Humming-Bird.

The smallest and most brilliant of birds. — Of some kinds two or three hundred would weigh only a pound.

When you have thought about humming-birds and talked the subject over, put your knowledge into writing.

1. When and where have you seen a humming-bird? 2. Have you ever seen one of them except on the wing? 3. What insects are they sometimes mistaken for? 4. How do they get their name? 5. Why is it hard to see their colors when they are at a flower? 6. What, besides insects, do they seem to like for food? 7. Describe their bills. 8. Where is their plumage used as an ornament? 9. How many birds should be killed for this purpose?

LESSON 197.—Letters to Write.

I. Write as if to Oliver Ditson & Co., 459 Washington St., Boston, asking them to send to you by mail a piece of music called "Gen. Sherman's Grand March," arranged for the piano. Suppose it to cost fifty cents, for which you enclose a postal note.

II. Write a letter as if to the Superintendent of Schools, inviting him to attend the public exercises at your school on Arbor Day. Say what kind of tree is to be planted, and something more of what is to be done, or what the programme is.

III. Try writing a letter for your mother to a merchant in some city, asking him to send her several yards of cloth. You would speak of enclosing a sample, say how it is to be sent, and how it is to be paid for. Sign your initials under your mother's name.

IV. Write such an answer to either the first or the third of the letters outlined above as you think a business man would send.

LESSON 198.—The Tails of Animals.

Write the best composition that you can upon this subject, after having a talk in your class.

1. Mention some animals that have long tails. 2. How does a squirrel's tail differ from a rabbit's? 3. What is peculiar about the tail of a beaver? 4. What animals have tails that you think are handsome? 5. How do horses use their tails? 6. What do you think of having them cut short? 7. How do peacocks manage their tails? 8. What animal uses its tail in climbing?

9. How do birds' tails help them in flying? 10. How do fishes use their tails? How do lobsters? 11. What use do whales make of their tails? 12. Which express their feelings more clearly by the movements of their tails, — cats or dogs?

LESSON 199.—Thoughts from a Picture.

I. *Describe the scene represented here,—the water, the sky, and what is in them; the house, its shape, what it stands upon, and of what it seems to be built.*

II. *After a talk about "Lighthouses," write what you learn of them.*

Explain the need of them, how and where they are built, and by whom, what kind of lamp is used, what surrounds it, what kind of men are required for keepers, how they live, and how many lives are trusted to them. You may learn what different kinds of lighthouses there are.

LESSON 200.—The Use of "Got."

1. Is there any difference in meaning between "I *have* ten fingers" and "I have *got* ten fingers"? 2. Does the word *got* help the meaning? 3. Which is the better expression of the two? 4. Give a synonym for *got* in the following sentences. What does *got* mean?

He has *got* his money by hard work.
We might have *got* some dishes for you.

Do not use *got* where it is not needed.

Read the following sentences without supplying **got** *unless you think it is needed:—*

1. South America has —— very few gulfs or bays.
2. An orphan is one who has —— no parents.
3. Have you —— leave to go with us?
4. Grown persons have —— thirty-two teeth.
5. How many teeth has baby —— this year?
6. Have you —— a knife in your pocket?
7. Have you all —— your lessons learned?
8. Has she —— her work done so soon?
9. She always has —— me to help her.
10. What a severe cold you have ——!

LESSON 201.—Domestic Fowls.

Answer the following questions in a talk with your class and your teacher, and then write about the subject from memory:—

1. Mention in a sentence three domestic fowls that you know about. 2. How do they compare in size? 3. In what respects do they differ? 4. How are their young produced? 5. Which are stronger—their wings or their legs? 6. What kinds of food does each eat? 7. Where do they get their food? 8. How should you describe their cries or the noises they make? 9. Where and in what position do they spend the night? 10. How is each useful to man? 11. Which do you think is the most valuable? Why?

LESSON 202. — Past Forms of Verbs.

It *is* said that some animals *drown* their prey.
The poor fellow *sank* and finally *drowned.*

1. Do *is* and *drown* tell what is done at the *present* time or what was done in the *past?* 2. Which do *sank* and *drowned* show? 3. Which of the following words refer to what happened in the past? What do we mean by past forms?

bind	bound	grind	ground
bring	brought	leave	left
buy	bought	lose	lost
catch	caught	teach	taught
fight	fought	think	thought

I. *Use in sentences the past forms among the words in the preceding list.*

II. *In place of the italicized words below, use their past forms:* —

1. He *binds* books for the public library.
2. He *brings* us oranges from Sicily.
3. They *buy* blankets for the Indians.
4. Fishermen *catch* cod near the cape.
5. Our countrymen *fight* for their rights.
6. The miller *grinds* the farmers' wheat.
7. What we *can* not take, we *leave.*
8. The merchant *loses* more than he *gains.*
9. Can it be that the ignorant *teach* the wise?
10. I *think* that the house *is* vacant.

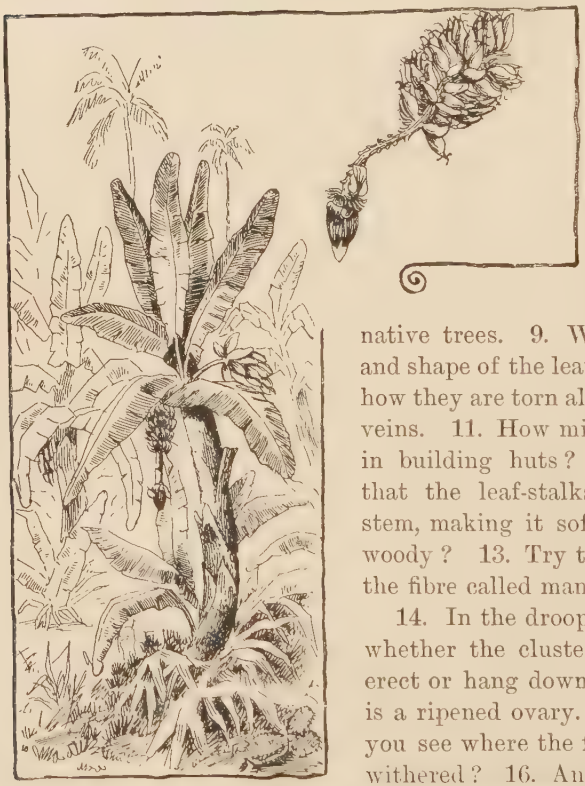
LESSON 203. — Sentence-Making.

After a conversation-lesson or working with the dictionary, tell the difference between —

a tenant and a landlord;
a debtor and a creditor;
a steamboat and a schooner;
an island and a lake;
the president and the governor;
a shade and a tint.

LESSON 204.—The Banana or Plantain Tree.

1. What kinds of bananas have you seen? 2. Are those of different colors shaped quite alike? 3. What is their color when imported? 4. How is the fruit arranged in the bunch? 5. Try to describe a single one. 6. Have you ever noticed the seeds?



7. Where does the banana grow? 8. Compare the plant in the cut with our native trees. 9. What are the size and shape of the leaves? 10. Notice how they are torn along their parallel veins. 11. How might they be used in building huts? 12. Do you see that the leaf-stalks run down the stem, making it soft and fleshy, not woody? 13. Try to find out where the fibre called manilla is obtained.

14. In the drooping bunch, notice whether the clusters of fruit stand erect or hang down. 15. Each fruit is a ripened ovary. On the ends, do you see where the flower petals have withered? 16. And at the end of the bunch, under the leafy bracts, do you see where the flowers grow that will never become fruit? 17. When bananas are exported, what becomes of this flowering part? 18. Did you know that in some regions, the banana, which grows wild, is the chief food of the people?

Write about bananas as you have seen them, and then say what you have learned from this lesson about where they grow, just how they grow, and about all the uses of the plant.

LESSON 205.—Verb Forms used with "Have, Has, Had."

1. Put *they* before each word in the first column, and read rapidly. Then use *she*. Then *I*. 2. Read the second column, using *they have; she has; I had*. 3. Which are simple past forms?

came	come
went	gone
fell	fallen
grew	grown
rose	risen

I. *Make statements or questions, using first a word from one column, then one from the other.*

II. *Supply the right form in the following lines. Practice reading them till you can do so without hesitation.*

1. Her hair —— white.
2. She has —— old.
3. The sun —— in a cloud.
4. The moon has not ——.
5. The old wall —— this noon.
6. What if it had —— on us?
7. The news —— yesterday.
8. You have —— too soon.
9. The snow —— off last week.
10. Every flake has ——.

LESSON 206.—Holidays.

Explain why the following days are Holidays or Holy Days, and say how each one is usually kept:—

Fourth of July; February 22; Christmas; Easter; Arbor Day; Memorial Day; Thanksgiving; New Year's Day.

LESSON 207.—Running and Wading Birds.

Ostrich and Storks.

I. *Learn what you can about "The Ostrich," and give an account of its appearance, habits, and uses.*

1. Do you say that hens and ducks are birds? or fowls? or both? 2. Compare the feet of swimming with those of scratching birds. 3. The African ostrich is taller than a man, and fleeter than a horse. How do you imagine it is ever overtaken? 4. Which would you expect to be stronger, the legs or the wings of running birds? 5. The ostrich's wings help him merely in running. Did you ever think there are birds that cannot fly? 6. Why do you think the ostrich is called the 'camel' bird? 7. What is it hunted for? 8. How are the feathers used? 9. How do they differ from other feathers? 10. The eggs are laid in warm sand, where the sun helps the hatching. What kind of shells must they have, since the natives make cups and other dishes from them?

II. *Describe all that you see in the picture, noticing especially the storks. Give what information you can about them.*

1. What kind of legs would you expect wading birds to have? 2. What kind of food would they get by wading? Storks are fond of rats, mice, and frogs. 3. Do you think it safe or dangerous to build as they do upon high towers? 4. What is thought of the stork in Holland? Give the reason.

LESSON 208.—A Selection to Study.

TWO GIRLS.

My mother says a girl she knows
Whose face with love and kindness glows,
Who carries sunshine where she goes—
A darling human rose.

Another girl she knows well, too,
Who frets at all she has to do;
With sulky face she scowls at you,
While anger clouds her eyes of blue.

And all the time 'tis plain to see
From mother's laughing face that she
Means one of those two girls for me.—
Now which, I wonder, can it be?

—A. G. PLYMPTON in *Wide Awake.*

Study the first stanza till you get a clear idea of the girl described there, and try to express the idea in different words of your own.

Then read the second stanza carefully, and in a separate paragraph describe the other girl. Use synonyms when you can, and make sure that what you say does not sound like poetry.

Lastly, explain how many girls are really meant, and what you think of the one in the picture.

LESSON 209. — Adverbs: to show How, When, or Where.

I. Walk briskly. Speak gently. Eat slowly.

1. Read the words that show what some one is to *do*. What are such words called? 2. What word shows *how* one is to walk? to speak? 3. What does *slowly* show? 4. Supply words to show ***how*** one may —

skate talk stand drive wait sing

A word that shows *how* anything is done is called an *Adverb*.

II. Stand there. Go yonder. Move forward.

1. What shows *where* one is to stand? 2. For what is *yonder* used? and *forward?* 3. Put each of the following words with the verb of a sentence to show ***where:*** —

down out there anywhere back below

Adverbs also show *where* anything is done.

III. Ask now. Never despair. Come often.

1. Change these commands to statements. 2. Change them to questions. 3. *When* is one to ask? when to despair? 4. What does *often* show? 5. Use the following adverbs in sentences to show ***when:*** —

immediately lately seldom once ever to-day

Adverbs may also show *when* a thing is done.

An adverb is a word used to show how, when, or where.

Adverbs are used not only with verbs, but also with adjectives, to affect their meaning. Thus: —

She is *very* ill. My book is *almost* new.

1. *Use the following adverbs in sentences, and tell what they show:* —

yesterday	there	not	patiently	thus
foolishly	often	wisely	afterwards	within

2. *Find adverbs in Lesson 148. Say with what verbs they are used, and what they show.*

LESSON 210. — Forms of Verbs.

Present Form.	*Past* Form.	Form with *have, has, had, is, am, are, was, were, be, been.*
break	broke	broken
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
weave	wove	woven
write	wrote	written

1. Give the forms used to show what happened last month. 2. May these forms be used with *have* or *is?* 3. Repeat after *has* the forms that are proper to use with it; after *have; are; is; was.*

I. *Fill the blanks with the proper forms of* —

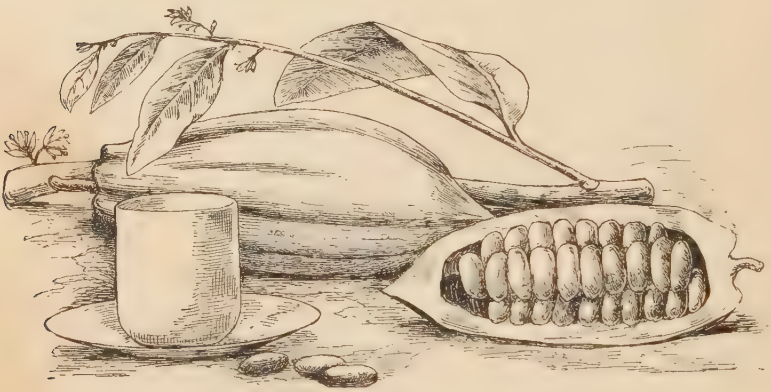
Break: Think of having —— a promise.
Freeze: Is the water —— this morning?
Break: Do you know who —— the window?
Speak: She hasn't —— to me for a long time.
Steal: I found that a thief had —— it.
Weave: The wire has been —— into mats.
Write: I haven't —— my exercise yet.
Freeze: It seems to me that I am nearly ——.
Write: My cousin —— to us last week.
Steal: Were the jewels lost or ——?

II. *Put the following words into sentences:* —

Written; froze; broke; woven; broken; stole; frozen; spoke; wove; spoken.

LESSON 211. — The Cacao Tree and Chocolate.

1. Think about chocolate. What color has it? Do all kinds taste alike? 2. In what shapes have you seen it? In what different ways is it used? 3. If you know of any other preparations that are at all like it, describe them, and give their names.



I. *After a talk with your teacher, try to give a good account of the manufacture of cocoa and of chocolate. The following suggestions may help you:* —

Central and South America and the West Indies — rich soil — evergreen tree — thirty feet high — flowers and fruit together — two harvests a year — hard pods, thick and ribbed — thirty or forty seeds like large, flat beans, surrounded by pulp — taken out — cleaned — kept warm and moist a day or two — spread to dry — exported — roasted very carefully — the hard shells removed — broken into *nibs* — or a part of the oil extracted and the rest ground into *cocoa* — or ground hot, with sugar and spice and vanilla, to make *chocolate.*

II. *Study the illustration carefully, and explain what every part of it represents.*

LESSON 212. — How Animals move about.

Answer these questions in a class talk, and then in writing: —

1. What is a quadruped? Give several examples. 2. What is a biped? Mention two. 3. What parts of a cat take the place of arms? 4. What are the "arms" of a bird? 5. What do we call a fish's "wings"? 6. How many legs has every insect? How many has a spider? 7. How many have worms and caterpillars? 8. How many wings has a fly? a butterfly? 9. What animals have no wings or legs or fins? How do they move about? 10. How many kinds of motion have ducks; turtles; men? 11. Do you know of any animal that cannot swim?

LESSON 213. — Choice of Verb Forms.

Present Form.	*Past* Form.	Form with *have, is, are, be,* etc.
give	gave	given
take	took	taken
shake	shook	shaken
drive	drove	driven
ride	rode	ridden
eat	ate	eaten

1. Repeat rapidly the three forms of each word. 2. Repeat with *we* all those that may be used after it. 3. Repeat the words in the third column after *she has; it was; they have been; I had; what is; which were.*

Fill the blanks below, first with the ***present*** *form, then with the* ***past*** *form, and then with the* ***have*** *form, of—*

Give: Mr. Peabody —— freely to the poor.
Take: The miser —— but never ——.
Shake: How the earthquake —— the buildings!
Drive: The shepherd —— his sheep into the fold.
Ride: Many a tourist —— a bicycle.
Eat: The silkworms —— the mulberry leaves.

LESSON 214. — A Picture Described.

I. *Give a full description of the room and its furniture, as shown on the opposite page.*

II. *Write about the children and the bird, and what you think they may be saying.*

LESSON 215. — Mistakes to be Avoided.

I. *Shall or will?* In asking questions with *I* or *we*, say "*Shall I?*" or "*Shall we?*" *Will* makes no sense.

Fill the blanks properly, and make other sentences: —

1. —— I water your horse, sir?
2. What —— we give him, oats or hay?

II. *May or can?* When asking or giving permission, say "*May I?*" or "*You may.*" "Can I?" means "Am I able?"

Fill the blanks properly, and make other sentences: —

1. —— we study together? You —— if you like.
2. —— I close the window? You —— if you ——.
3. —— a bird fly if its wing is broken?

III. *Learn or teach?* { *Teach* means *give instruction.* / *Learn* means *get knowledge.*

Supply the proper words, and make new sentences: —

1. Will you —— me to play?
2. I think I can —— easily.
3. My mother —— me to sew.
4. We cannot —— him new tricks.

IV. *Ought.* There is no need to put *had* or *hadn't* with *ought.* Say simply, "She *ought*," or "She *ought not.*"

Supply the proper words, and make new sentences: —

1. She said we —— to use slang. 2. —— they —— to go back now? 3. No one —— to use such words. 4. We —— to be ready.

V. *Love* and *like.* We *love* our country, our homes, and the dearest of our friends. We *like* things to eat and to look at, and we may like to do things.

Explain how the following sentences should read: —

I never —— to play games. Ask Nell whether she —— olives.

LESSON 216.—Forms of Verbs.

Present Form.	*Past* Form.	Form with *has, was, were, been,* etc.
drink	drank	drunk
sink	sank	sunk
ring	rang	rung
sing	sang	sung
spring	sprang	sprung
begin	began	begun

1. Give the past forms of the words in the first column. 2. Is it proper to use *have* with these past forms? 3. Use *has* with the words in the third column; then use *was; is; will be; has been.*

Fill the blanks with the proper form of—

Drink: We have —— enough.
Sing: Have I —— that before?
Begin: Winter —— last Friday.
Drink: Has she —— it all?
Ring: Has the bell —— yet?
Sing: I —— twice last night.

Spring: Both lions —— at him.
Begin: Has school —— yet?
Sink: It had —— near shore.
Sing: Was that —— correctly?
Drink: Had he ever —— wine?
Ring: Who —— the bell?

LESSON 217. — Advertisements to Answer.

Write a letter answering for yourself or for some other person one of the following advertisements: —

WANTED. — An errand boy in a lawyer's office. Apply by letter, stating age, progress in school, etc. Wm. A. Choate, 593 Clark St., Chicago, Ills.

FOUND. — A pocket-book containing money. The owner can have it by proving property and paying the cost of advertising. Address or apply in person to Benjamin Wood, Hotel St. Cloud, Pittsburgh.

WANTED. — A situation by a competent Scotch girl; for either cooking or general house-work; city or country. Good references. Address Jane McGregor, 1024 Vine St., Cincinnati, O.

TO LET. — 97 Chester Sq. A sunny, well-furnished front room, with first-class board. Address Mrs. L. A. Hastings.

Boston, Sept. 20.

LESSON 218. — A Story to be Reproduced.

Tell and write this story in two parts, after reading it two or three times.

WHAT ECHO SAID.

Little George had never heard an echo. One day, in a meadow not far from a wood, he was skipping about in the merriest way. He happened to call out, "Hop, hop, hop," and back from the wood there came, "Hop, hop." "Who's there? Come here!" cried George. "Come here," the voice replied. Now he grew angry, and shouted, "You're a stupid boy"; and out from the wood came, "'Tupid boy." Then he ran in among the trees to look, but no boy could he find. And when he shouted, no answer came back.

At home he told his father of a naughty boy in the wood who had hidden there and teased him. "Then you must have spoken unkindly first," said his father; "I know that boy quite well. His name is Echo, and he repeats only what we say to him." Next day George shouted, "You're a good fellow"; and "Good fellow," came straight back.

LESSON 219. — Prepositions: to show Relations.

1. Take a book and a pencil. Place the pencil —

on the book; *against* the book; *beside* the book; *below* it; *in* the book; *under* the book; *before* it; *above* it; *over* it; *behind* it; *upon* it.

2. Move the pencil —

toward the book; *from* the book; *over* the book; *without* it; *to* the book; *around* the book; *with* it.

3. How many times have you changed the *position* of the pencil with reference to the book? 4. Mention the words that show the different *relations* of the pencil to the book.

These words, *to*, *on*, *in*, *by*, and the rest, are used with nouns or pronouns to show the *relation* of things to each other. They are called *Prepositions*.

Find the prepositions in these expressions and tell between what they show the relation: —

a room in a hotel	money for the poor
houses on the hill	people from Europe
trees by the river	the family of the king

In Phrases used like Adjectives.

Such expressions as "in a hotel" are *phrases*, made up of a preposition and a noun. They may be used like adjectives, in describing.

Read the adjectives and the phrases used like adjectives, and tell what they describe: —

French prunes	thorny bushes	foreign lands
prunes from France	bushes with thorns	lands over sea
wooden boats	juvenile books	domestic cares
boats of wood	books for children	cares at home

In Phrases used like Adverbs.

Such phrases may be used like adverbs to show *how*, *when*, or *where*.

I. *Point out adverbs and phrases, and tell what they show:* —

Go silently.	Stand here.	Return in haste.
Go without speaking.	Stand on this spot.	Return hastily.
Come now.	Write carefully.	Start on time.
Come at this instant.	Write with care.	Start promptly.

II. *Select phrases, and tell whether they are used like adjectives or like adverbs:* —

1. They live in the city.
2. I like a dog with spots.
3. Shall you journey by night?
4. Bring cord without knots.
5. Bats fly in the night.
6. Step with great care.
7. Take a sail down the river.
8. Go through the orchard.

III. *Find phrases in Lessons 158 and 174; tell how they are used; point out the prepositions.*

Prepositions are words that show relations.

LESSON 220. — Synonyms.

I. *From the following words select the synonyms and write them together:* —

chide	exact	criminal	limit
design	remote	prudent	dismal
sturdy	rebuke	intention	cautious
gloomy	accurate	culprit	hardy
boundary	farming	agriculture	distant

II. *Use ten of the preceding words in sentences.*

III. *Change the sentences that you have written by using synonyms wherever possible, and tell whether the meaning is altered.*

LESSON 221. — Conjunctions: Words that Connect.

The sun had set. The stars came out.

Let us try joining or combining two sentences in one: —

The sun had set, *and* the stars came out.
The sun had set, *but* the stars came out.
The sun had set, *for* the stars came out.

Or we may add to one sentence part of another: —

The moon appears. The stars appear.
The moon *and* the stars appear.

Connecting words like *and*, *but*, *for*, are called Conjunctions.

I. *Combine each pair of short sentences into a single longer one. Use as few words as possible.*

1. Summer has gone. Autumn has come.
2. Gold is a precious metal. Silver is a precious metal.
3. Glass is brittle. Glass is transparent.
4. Cotton grows in Egypt. Cotton grows in India.
5. We went hunting. We did not get anything.
6. I know that the wind blows. I see the trees bend.
7. Turtles live on the land. Turtles live in the water.

Two or more short sentences written together as one, are generally separated by commas. Between long sentences that are united a semicolon is often used.

8. There is no lead in lead pencils. Lead pencils are made of plumbago.
9. A tint is produced by mixing white with a color. A shade is made by mixing black with a color.
10. The arteries carry the blood from the heart. The veins carry the blood to the heart.

II. *Use the following conjunctions in sentences:* —

and but or because if although

Conjunctions are words used to connect sentences, or parts of sentences.

LESSON 222.

Thoughts from a Picture.

I. *Think what this picture means to you. Think how much more it suggests than it really shows.*

After describing completely all that can be seen in the picture, give an explanation of it, and write "The Life of a Mocking Bird," — his prison life that is past, and his future life — so free.

II. *What do you think of confining birds and other animals in cages?*

Good-by, Birdie!

LESSON 223. — Insects and their Change of Form.*

After talking about "Insect Metamorphosis," write a clear and orderly account of it.

First, the ***Larva,*** the destructive *caterpillar* or *grub* that comes from a tiny egg, grows fast, and sheds its whole skin several times. In the cut you can see the twelve rings of the body which take the place of bones, the six fore legs, and the fleshy feet behind. When ready for repose the larva becomes —

Second, the ***Pupa,*** or *chrysalis,* shedding its skin in a silky cocoon. Some kinds live all winter without a cocoon. In the cut you see a pupa with its wings ready to unfold. At last there comes out —

Third, the ***Perfect Insect,*** like the *moth* or *butterfly,* with head, chest, and body, three pairs of legs, and a pair or two of wings. It deposits in great numbers —

Fourth, the ***Egg,*** which, again, becomes a caterpillar.

1. Mention two kinds of useful insects. 2. Where is the feeding of silk-worms common? 3. What is cochineal? 4. What can you tell about the habits of ants? 5. The habits of bees? 6. Mention some insects that are harmful.

---

* A few specimens of perfect insects, — butterfly, house-fly, beetle, or grasshopper, with some cocoons, or a naked pupa, or a caterpillar, — may easily be got, and will serve to make the different forms and their general structure clear enough for description. Part of the talk may be about unwinding silk from the cocoons.

LESSON 224.—A Fable.

Explain what a fable is, and tell one that you know. Give this one in your own way.

JUDGING BY APPEARANCES.

A humming-bird met a butterfly. Being pleased with the butterfly's beauty and the glory of his wings, she proposed that they should always be friends. "I cannot think of it," said the butterfly, "as you once spurned me and called me a crawling dolt." "Impossible!" exclaimed the humming-bird; "I always had the highest respect for such beautiful creatures as you." "You may have now," said the butterfly; "but when you insulted me, I was a caterpillar. So let me give you a piece of advice. Never insult the humble: it is rude and unkind; besides, they may be better than they seem."

LESSON 225.—Verb Forms.

1. What do present forms show? 2. What do past forms show? 3. Repeat the three forms of each verb. 4. Explain in sentences how the third form of each is used.

Present Form.	*Past* Form.	Form with *have, had,* etc.
swear	swore	sworn
tear	tore	torn
wear	wore	worn
swim	swam	swum
run	ran	run

I. *Fill the following blanks with the proper form of* —

Swear: Both witnesses had —— falsely.
Swim: I do not know who —— across the river.
Swim: Have you —— so far as that?
Wear: The poor fellow's clothes were badly ——.
Tear: Who —— this page? It was not —— before.
Run: The brooks all —— dry last August.

II. *Use the following words in statements or in questions:* —

Swore, run, tore, swum, wore, worn, swam, torn, ran, sworn.

LESSON 226.—Mistakes to be Avoided.

"THIS, THAT"; "THESE, THOSE."

This and *that* are used with *singular* names.
These and *those* are used with *plural* names.

This kind; *these* kinds; *that* sort; *those* sorts.
Them is not to be used with any noun.

Fill the blanks first with ***this*** *or* ***these,*** *and then with* ***that*** *or* ***those:*** —

—— book	—— house	—— kind	—— sort
—— books	—— houses	—— kinds	—— sorts

1. —— kind of apples is sweet, but —— kind is sour.
2. —— three kinds of flowers go well together.
3. I do not like —— sort of pens.
4. Books of —— kind should never be written.
5. —— kind of carpets is made in Lowell, but —— kind comes from England.
6. Please let me take —— scissors.

"WHO" OR "WHICH."

When speaking of persons, say *who* or *that;* when speaking of animals, say *which* or *that.*

Supply the proper word in the following sentences: —

1. Did you thank the person —— told you?
2. Have you ever seen a bird —— could talk?
3. Why are animals —— live in the Frigid Zone commonly white?
4. The gentleman —— welcomes the guests is the host.
5. Some fish —— live in caves are eyeless.
6. I have several pets of —— I am very fond.

LESSON 227.—Birds of Prey: Eagles, Vultures, Owls, etc.

Learn as much as you can about owls, and, after talking about them, try to give a good description of them and of their habits. Then write the description.

The owl is fond of shady woods and twilight; has downy plumage and noiseless flight.

1. Mention several things on which birds feed. 2. What are birds of prey? 3. Why are chickens afraid of hawks? 4. What kind of claws do birds need in seizing their prey? 5. How do they carry it? 6. When asleep on a branch, what keeps an owl from falling off? 7. Of what use is the hooked beak? 8. Have you seen a bird hang by its bill?

9. How is this owl's face different from that of most other birds? 10. Does it seem to you grave and wise? 11. Why do owls keep their eyes partly shut by day? 12. What other animal sees easily at night? 13. When are rats and mice most liable to be caught? 14. What do the tufts of feathers on this owl's head resemble? 15. Of what birds do we say that they sing; chirp; screech; hoot; scream; caw; gobble; cackle; twitter?

LESSON 228.—Interjections: Words that show Feeling.

Oh	pooh	hush
hurrah	eh	bang
alas	hello	bow-wow

1. Which of these words express wonder, joy, sadness, or disgust? 2. Which is a question? 3. Which are commands? 4. Which imitate noises? 5. Explain the meaning of each of the words.

Words used alone to express feeling, or to imitate sounds, are interjections.

When interjections are used with much force, an exclamation-mark should follow.

Use these words with sentences that will explain their meaning: —

Ah **bah** **whoa** **ba-a-a** **ahoy** **ha-ha**

LESSON 229.—Review: The Parts of Speech.

All the many thousands of words may be divided into eight kinds or *Eight Parts of Speech.*

Nouns are words used as *names.*

Verbs are words used to *assert.*

Pronouns are words used *in place of nouns* as names for everything.

Adjectives are words used to *describe* what is named, or to show *which ones* or *how many.*

Adverbs are words used to show *how, when, where,* etc.

Prepositions are words used to show *relations.*

Conjunctions are words used to *connect* sentences, or parts of sentences.

Interjections are words used alone to *express feeling* or to *imitate sounds.*

LESSON 230.—A Picture and a Proverb.

I. *Mention what the picture contains, giving a particular description of everything that is shown.*

II. *Write the story of "The Broken Pitcher" as the picture will suggest it. Try to explain how the proverb given there applies, and say how appropriate these two would be:* "There's no use in crying over spilt milk," and "It is never too late to mend."

III. *Quote and explain some other proverbs that you know.*

LESSON 231.—A Short Debate.*

TRIAL OF MASTER WOODCHUCK.

Two boys had a woodchuck. Ned thought he ought to be killed. Dick was for setting him free.

Ned said: "He is only a little wild beast with a nose as sharp as a rat's. He digs up the ground like a hog; he would spoil a good field of clover; and he steals from gardens. Besides, he spends all winter doing nothing in a hole.

* After the debate has been well studied, the parts of Dick and Ned may be assigned to different pupils for oral reproduction. The whole may then be written.

When he is on the run he has not sense enough to look back without stopping."

Dick said: "He has to keep a sharp lookout for persons with dogs and guns. Usually it is an honest living that he gets: he does not mean to steal. Anybody walking in the woods is glad of a chance to see him and his friends, even if they are not as good company as chipmucks are. It is as pleasant to have them wild there, as it is to have wild flowers. And I think Master Woodchuck shows good sense, as trees do, in not trying to do much in winter. We do not need his fur nor his flesh. He has quite as much right to the world as we."

Now what do *you* say?

LESSON 232.—A Selection to Study.

The wisest child in the village school
Was walking out in the evening cool,
When she spied an owl in a tulip-tree;
So a civil "Good evening, sir," said she.
But it gave her a shock (as it might give you)
When he solemnly answered, "To wit — to who?"

"Why, to you, to be sure!" said the little maid:
"But you've made a mistake, sir, I am afraid.
I don't know what you mean by 'to wit'
But objective is 'whom,' I am sure of it.
The story-books say you're a very wise fowl,
But that was a blunder, Mr. Owl."

— *Wide Awake.*

1. Why are commas used in the fourth line? 2. What are the curves in the fifth line called? 3. In the second stanza, explain the marks about *to wit* and *whom*. 4. Why is the hyphen used? 5. Give synonyms for *wisest child*, *spied*, *civil*, *shock*, *solemnly*, *maid*, *mistake*, *am afraid*. 6. What was the owl's blunder?

Write the story wholly in your own language, after trying to tell it to your classmates.

LESSON 233.—Dog and Squirrel Compared.

I. *Mention as many points as you can in which a dog and a squirrel are alike, with others in which they are unlike. Contrast the parts of the body and the habits of each. Then write "A Comparison" of the two.*

Appearance and Parts.

Size and ***Color***.
Covering: hair or fur; use of it.
Skin: loose and soft, or hard.
Head and ***Ears:*** size, shape.
Teeth: sharp-pointed and permanent, to tear; or four cutters like chisels, growing as they wear away. Grinders further back in the jaws.
Paws: flat feet to walk upon, or padded toes with wrist and knee much above the ground.
Claws: blunt or sharp, to dig, catch prey, or climb.
Tail: size, shape, use.

Habits.

Wild or *domestic;* companion for man.
On ground or *in trees;* running, walking, jumping, leaping.
Gnawing or *flesh-eating;* meat, vegetables, or both, for food; provision for winter.
Barking, growling, chattering.

II. *Mention some other animals that gnaw. Mention two others of the dog family, and say something about their habits.*

LESSON 234.—Verses to put into Prose.

Study these lines or talk them over until you understand them well. Then give the story in your own words, with a separate paragraph for the moral at the end. Use synonyms when you can do so.

THE CAMEL'S NOSE.

An Arab proverb against letting bad habits begin is: "Beware of a camel's nose."

Once in a shop a workman wrought
With languid hand and listless thought,
When through the open window space,
Behold, a camel thrust his face!
"My nose is cold," he meekly cried;
"So let me warm it by thy side!"

Since no denying word was said,
In came the nose, in came the head;
As sure as sermon follows text,
The long and shaggy neck came next;
And then, as falls the threatening storm,
In leaped the whole ungainly form.

Aghast, the owner gazed around,
And on the rude invader frowned,
Convinced, as closer still he pressed,
There was no room for such a guest;
Yet, more astonished, heard him say,
"If thou art troubled, go thy way;
For in this place I choose to stay."

Oh, youthful hearts, to gladness born,
Treat not this Arab lore with scorn!
To evil habit's earliest wile
Lend neither ear nor glance nor smile;
Choke the dark fountain ere it flows,
Nor e'en admit the camel's nose.

—Mrs. Sigourney.

LESSON 235. — The Weapons of Animals.

1. What do you understand by the "weapons of animals"? 2. Why are they needed? 3. How are they used besides in self-defence? 4. How do most animals get their living? 5. What do cows and deer use? 6. What do cats use? and dogs? 7. What means of defence have horses? 8. What weapons have birds? wasps? snakes? fishes? 9. How does the porcupine defy his enemies? 10. What defence have animals like snails, which cannot run away? 11. How is it a protection to partridge chicks to be of the color of their nest? 12. What is the color of tree-toads? 13. Of what advantage is it to a fish to be white below and dark above?

LESSON 236. — Words used in describing Leaves.*

With the help of your teacher, select from Lessons 96 and 101 the figures to which these words apply:—

Petiole, the leaf stalk.
Blade, the flat part.
Sessile, having no stalk.
Petiolate, with a petiole.
Stipules, leaf-like growths at the base of the petiole.
Lanceolate, spear-shaped.
Ovate, egg-shaped.
Linear, like a line.
Cordiform, heart-shaped.
Acute, sharp at the top.
Obtuse, blunt at the top.
Simple, with blade in one piece.
Compound, with separate leaflets.
Entire, with edge not divided, nor wavy.
Dentate, having teeth.
Serrate, like a saw.
Crenate, slightly scalloped.
Lobed, rather deeply divided.
Venation, the skeleton lines.
Midrib, the middle or chief rib.
Pinnate, with branches from the midribs, as in a feather.
Palmate, with veins branching from the base, like fingers.
Net-veined, with veins criss-cross.
Parallel-veined, veins parallel.

* *To the Teacher.* — In many classes the use of purely scientific words would be out of place. But it is convenient and proper for any one to use them who has already learned to observe details and to report them in ordinary terms.

LESSON 237. — Some Common Abbreviations.

Learn the meaning of the following abbreviations: —

A.D.	in the year of our Lord.	**M.D.**	doctor of medicine.
Anon.	anonymous.	**Messrs.**	gentlemen.
D.D.	doctor of divinity.	**N.B.**	take notice.
do.	ditto; the same.	**p.; pp.**	page; pages.
e.g.	for example.	**P.M.**	postmaster.
etc.	and the rest.	**Sec.**	secretary.
Hon.	honorable.	**Sr.**	senior.
i.e.	that is.	**Supt.**	superintendent.
Jr.	junior.	**Treas.**	treasurer.
M.	noon.	**&c.**	and so forth.

In marking errors in written exercises these signs may be used: —

c under either a small letter or a capital. — The other form should be used.

s under a word. — The spelling is wrong.

X a cross between two words. — Begin a new sentence.

/ this line drawn through a letter or mark means that it is wrong.

∧ the cā-rĕt. — Something is wanting, a letter, a word, or a mark, which may be written in the margin.

[] brackets enclosing words. — The words should be omitted in copying.

¶ *or* No ¶ these signs mean begin or do not begin a new paragraph.

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S0-CVV-842